R E P O R T R E S U M E S

ED 015 419 AC 001 842

A TEACHER'S GUIDE TO TEACHING ADULT READING.

BY- ANDERSON, PRESCO
NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE JUN 67

EDRS PRICE MF-$0.50 HC-$4.48 110P.

DESCRIPTORS- *READING IMPROVEMENT, *ADULT EDUCATION PROGRAMS, *TEACHING METHODS, *INSTRUCTIONAL MATERIALS, *PROGRAM ADMINISTRATION, READING DIAGNOSIS, EVALUATION TECHNIQUES, PROMOTION (PUBLICIZE), GROUPING (INSTRUCTIONAL PURPOSES),

THIS HANDBOOK IS DESIGNED FOR NEW YORK STATE TEACHERS AND ADMINISTRATORS OF ADULT READING IMPROVEMENT COURSES. PRIMARILY, IT SUGGESTS COURSE CONTENT, READING SKILLS TO BE MASTERED, SPECIFIC METHODS OF INSTRUCTION, DIAGNOSTIC TECHNIQUES, TEACHING AND TESTING MATERIALS, AND CLASSROOM RECORD FORMS FOR USE IN EVALUATING STUDENT PROGRESS. THE PUBLICATION IS WRITTEN TO ASSIST TEACHERS WITH ADULTS OF VARYING LEVELS OF READING ACHIEVEMENT. IN ADDITION, IT OFFERS DIRECTORS OF ADULT EDUCATION CONCRETE SUGGESTIONS CONCERNING THE PROMOTION, ORGANIZATION, AND SUPERVISION OF THE COURSES. (AUTHOR/RT)

ED015419

TEACHING adult reading

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

a teacher's guide to teaching adult reading

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1968	Edgar W. Couper, A.B., LL.D., L.H.D., Chancellor	Binghamton
1970	Everett J. Penny, B.C.S., D.C.S., Vice Chancellor	White Plains
1978	Alexander J. Allan, Jr., LL.D., Litt.D.	Troy
1973	Charles W. Millard, Jr., A.B., LL.D.	Buffalo
1972	Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S.	Purchase
1975	Edward M. M. Warburg, B.S., L.H.D.	New York
1969	Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D.	New York
1977	Joseph T. King, A.B., LL.B.	Queens
1974	Joseph C. Indelicato, M.D.	Brooklyn
1976	Mrs. Helen B. Power, A.B., Litt.D.	Rochester
1979	Francis W. McGinley, B.S., LL.B.	Glens Falls
1981	George D. Weinstein, LL.B.	Hempstead
1980	Max J. Rubin, LL.B., L.H.D.	New York
1971	Kenneth B. Clark, A.B., M.S., Ph.D.	Hastings on Hudson
1982	Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D.	Syracuse

President of the University and Commissioner of Education
James E. Allen, Jr.

Deputy Commissioner of Education
Ewald B. Nyquist

Associate Commissioner for Elementary, Secondary, and Continuing Education
Walter Crewson

Assistant Commissioner for Instructional Services (General Education)
Warren W. Knox

Director, Curriculum Development Center
William E. Young

Chief, Bureau of Continuing Education Curriculum Development
Vivienne Anderson

Assistant Commissioner for Pupil Personnel Services and Continuing Education
Philip B. Langworthy

PREFACE

This reading bulletin is released to the schools with particular pride because it is a concrete symbol of the Education Department's deep concern for the reading improvement of New York State students of all ages—the adult as well as the elementary and secondary school student.

This curriculum publication provides specific techniques for both teachers and administrators. It should be of major assistance in the development and improvement of classes for adults who want to improve the depth and sophistication of their reading skill and their ability to better comprehend and interpret the printed page.

Teaching Adult Reading is the "arc in the circle," providing a much-needed document in the Department's total reading program for all ages.

Your application in the classroom of the practical suggestions and techniques found here can only lead to the improvement of adult reading in your programs. And reading is one of the most basic needs of all who wish to further their education!

Walter Crewson

WALTER CREWSON
Associate Commissioner for
Elementary, Secondary and
Continuing Education

FOREWORD

This handbook is designed for teachers and administrators of adult reading improvement courses. Primarily, it suggests course content, reading skills to be mastered, specific methods of instruction, diagnostic techniques, teaching and testing materials, and classroom record forms for use in evaluating student progress. The publication is written to assist teachers with adults of varying levels of reading achievement. In addition, it offers directors of adult education concrete suggestions concerning the promotion, organization, and supervision of the courses.

Deep appreciation is expressed to Dr. Presco Anderson, Associate, Bureau of General Continuing Education, for his dedicated efforts in writing the manuscript. This publication evolved from a professional development leave granted to him to take the Reading Improvement Program at the School of Education, New York University. The courses were conducted by Josephine Piekarz Ives and Lenore Ringler, to whom the author is especially indebted. Dr. Anderson organized and taught the Department's course to prepare reading teachers to conduct reading improvement classes for adults. In addition he field-tested the materials in this handbook while instructing managerial personnel who serve in the New York State Department of Labor.

Genuine appreciation is expressed, for the field-testing of this publication, to the following adult education directors and teachers: Morton Thau and Jane Rosenberg, Baldwin Public Schools; Alice Shineman and Jean Wetherbee, Canajoharie Public Schools; Stephen Godfrey and James Queen, Kenmore Public Schools; George Green and Virginia Fransecky, Mexico Public Schools and Jesse Ross and Sheldon Palerino, Syracuse Public Schools.

This Bureau is grateful to the following reading specialists who reviewed the manuscript and made valuable suggestions: Edna W. Morgan, formerly Chief, Bureau of Reading Education, New York State Education Department, and presently at the Bahamas Teachers College, Nassau, Bahamas; Rosemary G. Wilson, Assistant Director in Charge of Reading, Philadelphia, Pennsylvania Public Schools; Howard Dunklin, Educational Psychologist and Laura Dunklin, former teacher of reading at Buffalo Seminary and presently teacher of reading at the Buffalo YMCA; Dorothy M. Dietrich, Supervisor of Reading, Uniondale Public Schools and Robert Keef, Training Division, Eastman Kodak Company, Rochester.

Appreciation is expressed to the following members of the State Education Department for their review of the manuscript and their very helpful suggestions: Jane B. Algozzine, Bernice T. Clark, Virginia B. Fransecky, and Paula M. Rollins, associates in the Bureau of Reading Education; Frank A.

Stevens, Chief, Bureau of School Library Service; Margaret C. Hannigan, Consultant, Library Services for Adults, Division of Library Development and Lois A. Matheson, Associate, Bureau of Basic Continuing Education. Herbert Bothamley, Associate, Bureau of Continuing Education Curriculum Development served as editor and prepared the manuscript for publication. The manuscript was typed for photo-offset printing by Ida Silhavy, a member of this Bureau's secretarial staff.

VIVIENNE ANDERSON, *Chief*
Bureau of Continuing Education
Curriculum Development

WILLIAM E. YOUNG, *Director*
Curriculum Development Center

CONTENTS

	Page
PREFACE	iii
FOREWORD	v
CHAPTER 1: SUGGESTIONS FOR THE DIRECTOR	1
The need for offering reading improvement courses for adults	1
Director's assistance—a must	1
Organizational matters	2
CHAPTER 2: A GUIDE FOR TEACHERS	13
Learning characteristics of adults	13
Classroom library of instructional materials	15
Suggested subgroupings	16
Suggested patterns for grouping	17
The first meeting of the class	18
Discussion topics: important aspects of reading	21
Suggestions for increasing holding power	24
CHAPTER 3: DIAGNOSING READING DIFFICULTIES AND EVALUATING STUDENT PROGRESS	25
Diagnosing and dealing with individual reading difficulties	25
Evaluating student progress	34
CHAPTER 4: THE FORM OF READING MATERIAL	39
The structure of a book	39
Form of reading materials	42
Diagrammatic and pictorial materials	43
CHAPTER 5: TECHNIQUES OF READING	49
Prequizzes on techniques	49
Previewing	49
Suggested method for teaching previewing	50
Scanning	51
Skimming	53
Thorough reading: following printed directions	54
Thorough reading: selections	55
Reading a technical bulletin	57
Studying a selection	59
SQ3R study technique	62
Applying techniques to the reading of local newspapers	63
Review: four techniques of reading, utilizing newspapers	64
Summary chart of reading techniques	65

Page

CHAPTER 6: LANGUAGE AND THE DEVELOPMENT OF VOCABULARY 67
Language 67
The development of vocabulary 68
Form and function of a dictionary 78

CHAPTER 7: COMPREHENSION 81
Levels of comprehension 81
Suggested activities 83

CHAPTER 8: SUPPLEMENTARY CLASSROOM ACTIVITIES 89
Getting better acquainted with newspapers 89
Getting better acquainted with magazines 91
Adult services of public libraries 95
Use of consultants 97

BIBLIOGRAPHY 99
Textbooks for adult reading students 99
Books for teachers of adult reading improvement classes 102

1

SUGGESTIONS FOR THE DIRECTOR

THE NEED FOR OFFERING READING IMPROVEMENT COURSES FOR ADULTS

Reading improvement courses can have appeal for a wide range of adults, those with professional training as well as those with or without high school education. Their many and varied reading problems frequently stem from inefficient reading habits and techniques. Some adults read both simple and difficult material at the same slow rate, giving each word equal importance. In addition, some adults find it difficult to concentrate while reading, thus forgetting quickly what has been read. To these people, reading becomes a chore and their reaction may become, "Why bother?"

Current enthusiasm for adult reading courses stems from four factors: (1) Today's revolutionary changes in many fields of knowledge have aroused a keen desire in adults to read about and to understand these significant changes. (2) Some adults are required to read heavier loads of job-related materials than ever before. (3) More reading materials are being published in inexpensive, easily accessible paperback editions. (4) Most adults today have more leisure time to devote to reading.

Reading improvement courses can assist adults to become more flexible readers by improving their reading techniques and varying their reading rates in accordance with reading purpose and the difficulty of the material, helping adults understand more of what they read, and by widening their reading interests.

DIRECTOR'S ASSISTANCE—A MUST

The director of adult education can best assist in the organization of adult reading improvement courses by recruiting students, selecting an effective teacher, and making reading materials and mechanical devices owned by the school system available to the teacher. The director can execute these administrative responsibilities most efficiently if he knows the purposes of the course and how the teacher plans to realize them. It would also be helpful if the director understands the advantages and limitations of mechanical devices and audio-visual materials in the reading field and views these as among the many kinds of tools which assist in the teaching of reading.

In selecting a reading teacher for adults, a director usually looks for such qualities as:

- Experience in teaching reading skills to children, youth,or adults

- Training in the teaching of reading skills
- Being observant of students' reading habits and skills
- Knowledge about important books and authors
- Being an avid reader

If the teacher is new to adult groups, the director might explain how to set up course objectives and activities on the basis of expressed student needs and interests; to evaluate student progress and how to utilize student backgrounds, experiences, and abilities in activities of the course.

ORGANIZATIONAL MATTERS

Length of Course

Directors frequently conduct this course for ten two-hour sessions. However, sessions might be lengthened to two and a half or three hours in order to provide more time for supervised practice. If the course is conducted on such a three-hour session basis as from 7 to 10 p.m., students who want special individual assistance might secure this from 7 to 7:30 p.m. and from 9:30 to 10 p.m. Then the other students would attend from 7:30 to 9:30 p.m. Also directors, recognizing the problems adults have in attending regularly, might schedule an additional session of the course each week or every other week for students who are absent from regular sessions. These extra sessions would also give regularly attending students added opportunities to receive individual assistance and to use classroom reading materials and mechanical devices more extensively than is possible at the regular sessions.

Class Size and Facilities

Limiting class size to about fifteen students makes possible provision for individual as well as group work, both of which are essential for student progress. Two adjoining or connecting rooms will permit a variety of activities for class members. For example, while some students are viewing a reading film in one room, those in the adjoining room can be working on simple exercises to improve comprehension.

The director might furnish the teacher with a cabinet for storing reading materials, individual student record folders, and supplies between class sessions. The storage cabinet should be located in one of the rooms used by the adult reading improvement classes.

Need for Several Reading Classes

In larger communities, more efficient instruction and greater attention can be given to individual needs if the director can organize at least two classes, one on an introductory level, the other on a more advanced level. This arrangement provides for somewhat homogeneous grouping. For example, if enough college students or potential college students enroll, they can be placed in a class with emphasis on the development of a wide variety of study skills.

Feeder Courses

An adult reading improvement course is normally designed to serve the needs of many people of the community. For adults who are reluctant to join such a course because of insufficient background, the director might organize "feeder" courses of about five sessions to motivate and prepare potential students. Individual feeder courses could be built around such topics as vocabulary enrichment, dictionary skills, and adventures in reading. In these courses, students could acquire the necessary confidence and informational background to enable them to join a reading improvement class.

Charge for Materials

Registrants might pay a materials charge to cover the cost of their textbooks, which would be ordered and distributed by the teacher and would become the property of the student. Since each student might have access to approximately five or more paperbacks for classroom use, the cost of these books, if necessary, might be included in the charge for materials and prorated over a period of several years. A description of the classroom library of instructional materials appears on page 15.

Recruitment

It is the responsibility of the director to identify and recruit students for reading improvement classes. The following are examples of the kinds of groups that have been most interested in attending these classes in New York State. Thus the director should be sure to gear significant recruitment efforts toward them:

- Groups from local business, industry, or study clubs
- Personnel in professional, semiprofessional, and managerial posts, including business executives, engineers, physicians, lawyers, and secondary school and college teachers
- College students and recent noncollegiate high school graduates
- Housewives, members of local reading clubs, senior citizens, and secretaries

Promotion and publicity. The following are some of the methods which may be used to promote and publicize the adult reading improvement program. Samples of publicity and promotional materials follow this listing.

- Describe the course in the adult education brochure.
- Publicize the course in a special newspaper release.
- Find out from public library personnel the names and addresses of adults who borrow a number of books and inform them of the course. Ask the librarian to display a poster you provide to publicize the course and to make available to the public sheets describing activities of the course.

- Contact personnel managers of industries and businesses to recruit their interested employees. Furnish the managers with posters, course information sheets, and flyers for distribution.

- Contact community leaders in person or by mail, encouraging them to take the course and to inform others about its availability.

- Contact by telephone and by mail local bar associations, chambers of commerce, labor unions, women's clubs, and study groups. Furnish posters, course information sheets, and flyers to these groups.

- Have publicity material displayed in colleges to attract both students and teachers.

- Give posters to public utility companies and department stores for display.

Sample course titles. Some suggestions for course titles are:

Reading Improvement *How to Read Better and Faster*

Effective Reading Development *Increasing Reading Power*

The title *Speed Reading* is too limiting because it emphasizes only one aspect of an effective reading course.

Sample course descriptions. Some suggestions for course descriptions that might be used in a brochure are:

Designed to improve comprehension, develop vocabulary, and increase reading speed with the aid of modern devices, techniques, and materials. (Sheets giving additional information about the course are available at the high school office.)

The course provides an individual analysis of the student's reading needs and problems as well as the necessary instruction and practice to meet them.

SAMPLE NEWS RELEASE

FOR RELEASE SUNDAY, SEPTEMBER 10, 19__ AND THEREAFTER

FROM: CENTERTOWN PUBLIC SCHOOL SYSTEM

FOR FURTHER INFORMATION: JAMES JONES, DIRECTOR OF ADULT EDUCATION

SCHOOL PHONE: WE 5-8261 HOME PHONE: WE 5-7727

NEW ADULT READING COURSE WILL IMPROVE SKILL AND SPEED

"Reading Better and Faster," a new course designed to improve the reading skill of adults, will be offered by the Centertown Public School System adult education program beginning on Tuesday evening, September 26 at Centertown High School.

The course will assist adults to improve their reading skills, with particular emphasis on comprehension and reading rate. Class members will receive instruction in previewing, scanning, skimming, and vocabulary development. They will also learn techniques dealing with critical reading and retention. A variety of materials will be used. Each person will be shown how to measure his reading progress and how to record it.

Ten weekly sessions will be conducted from 7 to 9:30 p.m. The instructor is Mrs. Ruth White, a trained and experienced teacher in adult reading improvement. Mrs. White recently completed an especially designed course for the teaching of adult reading improvement classes conducted by the Bureau of General Continuing Education, The New York State Education Department.

The course will consist of individual and group instruction. Because of the individual instruction to be offered, enrollment will be limited. Prompt registration is therefore necessary. The registration fee is $3.00, and the materials charge is $3.00. To register or to receive additional information about the course, contact James Jones, Director of Adult Education, at school, telephone number: WE 5-8261.

# # #

SAMPLE LETTER TO PROSPECTIVE STUDENTS

Dear Mr. Brownwell:

Increasingly adults are faced with the challenge to comprehend more of what they read and to read faster the vast amount of reading essential to their occupational needs and leisure-time interests. To help you meet this exciting challenge, we have organized a course entitled "Reading Better and Faster." We extend a most cordial invitation to you to join the course.

The course will assist adults to improve their reading skills, with particular emphasis on comprehension and reading rate. Class members will receive instruction in previewing, scanning, skimming, and vocabulary development. They will also learn techniques dealing with critical reading and retention. A variety of materials will be used. Each person will be shown how to measure his reading progress and how to record it.

The instructor, Mrs. Ruth White, is an experienced teacher of reading. She has just completed a course in the teaching of adult reading improvement conducted by the State Education Department. In addition Mrs. White is participating in a graduate program at Syracuse University, where she is taking courses in the teaching of reading.

The course will be conducted for ten weeks and will meet on Tuesday evenings, 7 to 9:30 p.m., beginning on September 26. The registration fee is $3.00, and the materials charge is $3.00. If you have any questions, please contact me at school, telephone number: WE 5-8261.

Since there will be individual as well as class instruction, enrollment will be limited to fifteen students, with acceptance on a first-come, first-served basis. If you wish to participate, please return the enclosed registration card by Friday, September 15.

Sincerely yours,

James Jones

James Jones
Director of Adult Education

The following sheet gives more information about the course than the brief description in the adult education brochure. This sheet might be mimeographed and distributed to prospective students.

SAMPLE COURSE INFORMATION SHEETS

Read Better and Faster

Adults can read better and faster.

Many college students taking reading improvement courses and adults who have already taken this course in our adult education program have shown that adults can learn to read better and faster. These adults have increased their reading rate, comprehension, and retention. The idea of reading improvement for adults may be new to you. Perhaps you ask:

Why should I try to improve my reading ability?

For many adults instruction in reading stopped in elementary school. And this instruction may not have included the teaching and the practice of many techniques essential to mature reading. Limited reading ability prevents adults from doing the reading necessary to keep up with world affairs as well as the reading related to their jobs or outside interests.

What are the purposes of the course?

In addition to helping adults read faster, the course will assist them to understand more of what they read, to determine when to read rapidly and when to read critically, to learn techniques of vocabulary development, to widen reading interests, to use library source materials more effectively, and to increase their enjoyment of reading.

Who can benefit from the course?

Adult readers who are interested in acquiring additional reading techniques to enable them to read faster with better understanding and greater retention, such as:

- Business executives whose work involves reading and who would like to save time by using more efficient reading procedures
- Professional workers who need to complete more reading in shorter time
- Housewives who wish to keep up with the latest books and magazines and to read with increased efficiency
- Students in college courses who need greater effectiveness in selecting and retaining essential knowledge
- Recent high school graduates who plan to continue their education or who are taking promotional examinations

Will mechanical devices be used?

Yes, several mechanical aids to reading improvement will be used: *Iowa* and *Harvard Films* for increased speed and comprehension, the *tachistoscope* for speedier visual reactions, and the *accelerator* for rate improvement.

What are the teacher's qualifications?

Mrs. Ruth White, who serves as reading consultant for schools in this area, has taken the State Education Department's special course in the teaching of reading improvement courses for adults.

Where and when will the course be given?

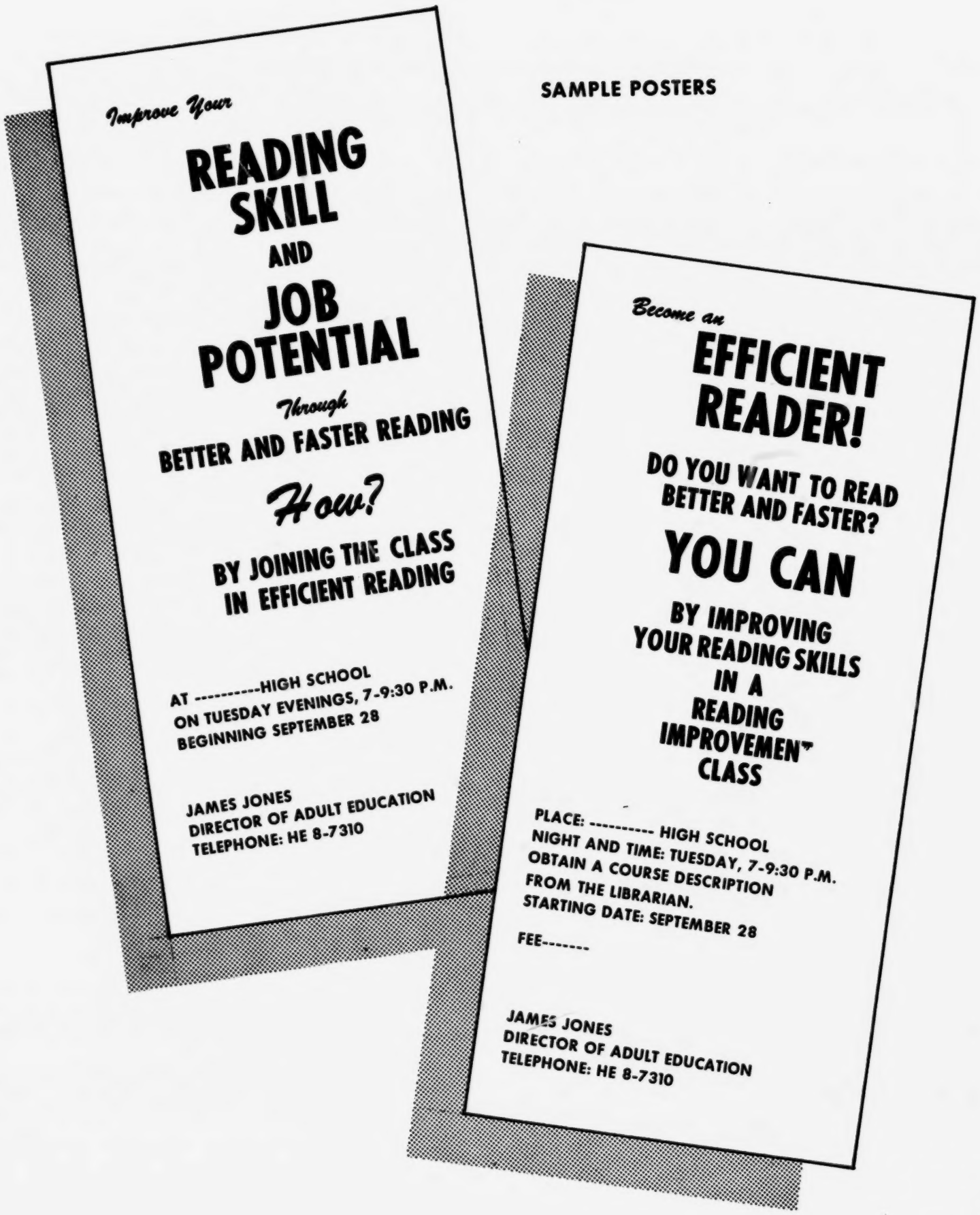
Place: Centertown High School

Night and Time: Tuesdays, 7 to 9:30 p.m.

Starting Date: September 26

Director: James Jones. Telephone number: WE 5-8261

SAMPLE POSTERS



SAMPLE FLYER

YOU CAN IMPROVE

YOUR READING

Do you want to read faster and understand more?

To Acquire the Know-How

Join

THE EFFICIENT READING COURSE

AT: Centertown High School

WHEN: Tuesdays, 7-9:30 p.m.

STARTING DATE: September 26

FEE: $3.00

James Jones
Director of Adult Education
Telephone number: WE 5-8261

SAMPLE FLYER

ALMOST EVERYBODY WANTS TO READ FASTER AND BETTER

---AND ALMOST EVERYBODY CAN!!

Here is what we can do about it:

Have you heard about the new READING IMPROVEMENT COURSE to be taught in the Adult Education Program at Center Academy and Central School this fall?

The course starts Tuesday evening, September 26 at 7:30 p.m. in the Reading Room (Room 105) at the Main Street building. Class sessions will be two hours long and will run for successive Tuesday evenings until November 28.

This course is designed to improve your reading ability and job potential.

You'll have training in:

VOCABULARY IMPROVEMENT
READING FOR GREATER COMPREHENSION
READING FOR INFERENTIAL THOUGHT
LOCATING MAIN IDEAS
READING FOR DETAILS
SCANNING
STUDY TECHNIQUES

INTERESTED?

Register on Tuesday evening,
September 26 at 7:30 p.m.
There is a $3.00 fee.

James Jones
Director of Adult Education

Prior to the start of the course and after the first several sessions, the teacher and director should work together to locate helpful reading materials and mechanical devices already available in the school system. They might use this form to list the available materials and equipment.

SAMPLE LOCAL SCHOOL SYSTEM INVENTORY OF READING RESOURCES

INVENTORY OF READING RESOURCES

_____
Date

Name of Teacher _____

Name of School System _____

I. Available Materials

- Textbooks

- Workbooks

- Reading Laboratories

- Reading Films

- Vocabulary Development Records

II. Available Mechanical Devices

III. Available Space

2

A GUIDE FOR TEACHERS

The emphasis in this course is on the student—his interests, needs, abilities, and potential. The course begins with a discussion of the types of reading in which the student is most interested. He is asked what kinds of assistance he needs to receive from the course. The teacher learns of the student's reading needs and abilities through testing, observation, and discussion.

This handbook contains a number of suggested activities which will assist the student to meet his needs in reading better and with greater flexibility. Included are suggestions for the diagnosis of students' reading difficulties, coupled with activities which might be helpful in dealing with such problems. Also there are step-by-step procedures for reading and study techniques as well as exercises to assist students to understand literal, interpretive, and evaluative meaning.

Teachers should feel free to duplicate any materials in this handbook for use with their students.

LEARNING CHARACTERISTICS OF ADULTS

The teacher of adults needs to have an appreciation of the adult as a student. A professional worker or business executive who attends a reading improvement class may not find it easy to change his attitude toward reading while, at the same time, attempting to learn new techniques. If the course is to be of help, this adult must be convinced that he can learn and, therefore, can adapt in new ways to solve his reading problems. For example, some adults are afraid that increasing their speed will cause them to overlook something important and thus decrease their comprehension.

An additional problem is that a person who has already put in a full day's work may be quite tired when he arrives at an evening class. Therefore, the teacher of adults needs to be especially skilled in devising ways of stimulating students to overcome fatigue and pursue the course with enthusiasm. The teacher's interest is a powerful motivating factor.

The Adult Is a Voluntary Student

Since the adult is not compelled to attend class, he will attend only if his needs and interests are met. He comes with a certain amount of built-in motivation and, usually, with high expectations. The teacher can

capitalize on this situation by showing enthusiasm about the possibility of improvement for all students and by assuring them that they can become more skillful readers. Also the teacher will find that the ability to be a good listener will be a great asset in attracting and holding the interest of his adult students. These adults, after all, do not come to class to listen to lectures; they come to accomplish on their own. If the teacher views himself as the central or motivating force in a workshop atmosphere, rather than as a speaker to an audience, he will add much to the progress of both the students and the course work.

The Adult Student Is an Adult

The adult student brings to class some degree of maturity, independence, self-discipline, social responsibility, and varied life experiences. The teacher should build on these experiences during the course. In addition, the teacher will probably find that two things to avoid are overcriticalness and "talking down" to students. Adults learn best in a grown-up atmosphere. In such an environment, it would be ineffective for the teacher to require hand raising, to call upon individual students to recite, or to go around the class in the order of seating when eliciting answers or comments. The adult student should feel free to contribute at any time and to ask questions. He should feel welcome as an integral part of the group.

The Adult Is a Busy Person

Impatient to accomplish the learning task he has set for himself, the adult may expect the teacher to provide a quick, magical formula for reading success. However, the teacher can provide techniques that, if practiced in and outside class, will produce reading improvement. The teacher needs always to be well prepared for class sessions and have a variety of materials available so that class members waste no time in getting to work.

Success—A Necessity

An adult needs to experience success; he needs protection from having his weaknesses or lack of skill made obvious. Although he may speak of his own reading needs before the group, he will frequently be embarrassed if the teacher does so. For this reason, competitive exercises that show some students to be performing better than others tend to have more disadvantages than advantages. All charts and record forms suggested in this handbook are for the individual student's and the teacher's information only.

Working Toward Student-Set Goals

Ordinarily in the educational setting, it is the teacher, the school system, or some other authority that sets the goals for a given course. However, an adult student usually has one or more specific goals in mind when he joins a reading improvement course. Perhaps he wants to prepare for a Civil Service or promotional examination, to improve his textbook-reading skills for a professional course he wants to take, or perhaps he has found new uses for reading in his work. Some fulfillment of his needs will be found in the general activities of the course, but he will also need from the teacher specific individual guidance toward his special goals.

Adults Thrive on Progress

An adult *can* learn. However, learning means change, and adults find change difficult until they see that it leads to progress. Therefore, the teacher may find value in activities that permit students to see and measure their progress. This can be done by having students keep charts (see page 37) on which they record their scores on tests of comprehension as well as of rate of comprehension. Students might also keep records of the specific magazine articles and books they read to ascertain if they are increasing their reading. Such a record will also show any improvement in the quality of what they read.

CLASSROOM LIBRARY OF INSTRUCTIONAL MATERIALS

The library might contain enough sets of the following types of writing in paperback editions so that students will have copies of the same book for instructional and practice purposes in the classroom: easy-to-read short novels, biographies, and essays; fiction and nonfiction of standard difficulty and more difficult books dealing with scientific and educational topics.

Norman Maberly suggests the following paperbacks as being useful for reading improvement classes:[1]

Arthur Beckhard. *Albert Einstein.* (Avon)

John Hersey. *Hiroshima.* (Bantam)

James Hilton. *Goodbye Mr. Chips.* (Bantam)

John O'Hara. *A Family Party.* (Bantam)

John Steinbeck. *The Pearl.* (Bantam)

John Steinbeck. *The Red Pony.* (Bantam)

Other useful paperbacks might include the following:

Frank Edwards. *Flying Saucers - Serious Business.* (Bantam)

John Hersey. *Into the Valley.* (Bantam)

PTA Guide to What's Happening in Education. (Scholastic)

Edith Wharton. *Ethan Frome.* (Charles Scribner's Sons)

Thornton Wilder. *The Bridge of San Luis Rey.* (Washington Square Press)

---

[1]Norman C. Maberly. *Dynamic Speed Reading.* New York. The New American Library. 1966. pp. 89-90.

Also included in the classroom library of materials suitable for adult use might be textbooks, workbooks, dictionaries, newspapers, and magazines such as the *Reader's Digest* (education edition), *The Atlantic* (education edition), *Saturday Review*, and *Harper's Magazine;* reading laboratories, films, and phonograph records for vocabulary enrichment.

The teacher might work out an arrangement whereby each student purchases, for use in class and at home, one or two paperback textbooks dealing with the development of reading skills. Since these books would be paid for by the student, he could also use them after the course is concluded.

SUGGESTED SUBGROUPINGS

In a successful adult reading improvement class, the teacher must provide for individual differences. Therefore, the organization of subgroups should be encouraged. In fact students tend to group themselves so that they will secure the additional assistance and practice they need beyond that given to the whole class. Such grouping involves no stigma since it evolves through the initiative of the students. Students also regroup themselves as they learn certain techniques. In working with subgroups, the teacher may have to reteach and reinforce what he has already presented to the whole class. He will provide special individual instruction when needed.

In addition to the groupings suggested in the accompanying chart, various other kinds of groups might be formed, such as those for students who want to view difficult reading selections on film, read articles in sophisticated magazines, or read such advanced material as technical bulletins. Also groupings are helpful for students who want special assistance with vocabulary development, dictionary skills, or library skills. If a sufficient number of college students are enrolled, a subgroup might be formed to assist them with a variety of study skills.

Student interest in critical reading, getting more from the reading of newspapers, and widening reading tastes might result in the forming of subgroups. Students who find value in using reading accelerators, having tachistoscopic practice, or recording oral reading of short passages on tape might engage in these activities in subgroups.

The kinds of suggested groupings and activities can be undertaken by groups within the same room or by separating groups in two rooms. Two rooms are preferable when quiet activities and discussion are in progress at the same time.

SUGGESTED PATTERNS FOR GROUPING

WHOLE CLASS

Instruction. The teacher presents techniques of skimming, explaining several of the purposes of skimming (to select key words and main ideas and to gain a quick summary of the material) and demonstrating the procedures for each purpose. Easy newspaper and magazine articles are used.

Practice. Students select and underline key words and main ideas in easy newspaper and magazine articles.

Instruction. The teacher answers individual questions, giving the necessary explanation.

SUBGROUPS

Group 1

For students who want additional practice in selecting key words.

Teacher ↔

Students ↘

Group 2

For students who selected key words readily in the earlier practice session for the whole class and now practice selecting main ideas.

SUBGROUPS

Group 1

For students who want practice in selecting main ideas.

↔ *Teacher*

Group 2

For students who selected main ideas readily and now skim easy magazine articles for all the main ideas in order to summarize the material.

WHOLE CLASS

Instruction. The students will read an easy selection on film, noting particularly key words and main ideas. Prior to viewing the film, however, the group discusses the meanings of the key words on the question sheet which serves as the comprehension check for the film.

Practice. Students read the filmed selection and complete the comprehension check.

Instruction. The teacher and students discuss various opinions about the answers to the questions on the comprehension check. Discussion may center particularly on the answers to questions involving key words and main ideas in the film. The students also voice their comments and reactions concerning the selection.

THE FIRST MEETING OF THE CLASS

The first session of the class is a most significant one since the students' attitude toward the course will be shaped, in large part, by their experiences at this meeting. Therefore, the teacher will want to exercise great care in planning and conducting it.

Physical Arrangements and Materials

Seating accommodations must, of course, be adequate for the number of students expected. In additon, lighting, heating, and ventilation may need adjusting to ensure that the students' attention is not distracted by physical discomfort.

Needless to say, any materials that are to be distributed or demonstrated to the class should be on hand before the session begins. Such materials might include a stop watch, any record forms that are to be filled out or tests to be given, reading materials to be distributed to students, and mechanical devices to be used.

Creating an Atmosphere of Informality and Friendliness

After greetings and introductions have been given, the teacher might begin putting the students at ease by having them sit around tables to set the stage for permissive discussion. Students might be encouraged to state what they expect to get out of the course. The teacher might point out that students could receive assistance with the reading materials they use on the job if they bring samples of these to class. Students might also talk about other current reading materials and reading problems. This discussion will help the teacher to elicit a consensus on class goals and procedures, work out responsibilities of members, and develop a sense of "belonging" to the newly formed group.

Establishing Good Group-Leader Relations

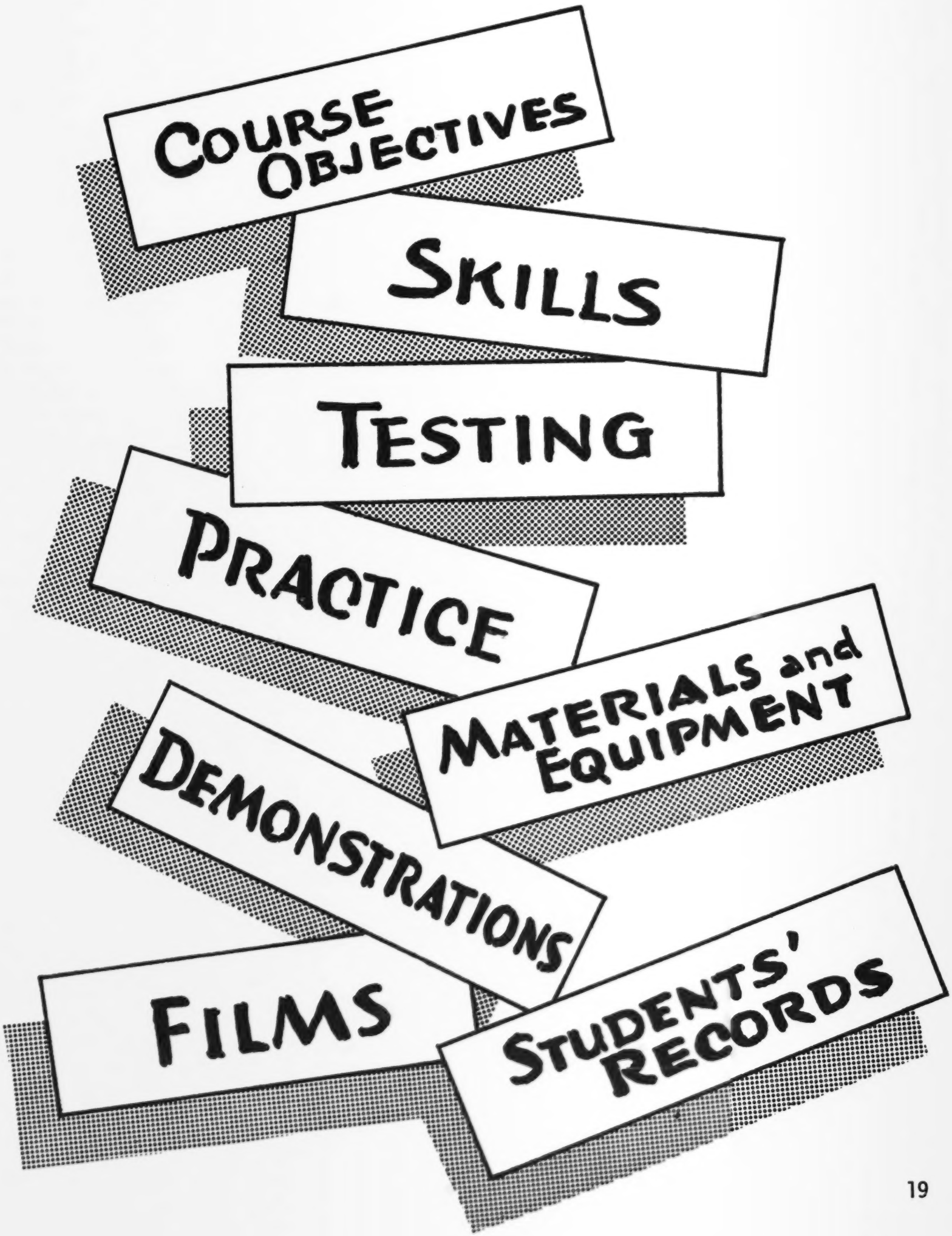
In dealing with adult students, it is important for the teacher to avoid placing himself, physically or figuratively, "above" the students. He might, therefore, sit with the group, talking with them rather than to them, using "we" and "our"—establishing informal group relations.

Defining Course Objectives

During this first discussion, the teacher might develop with the group a general plan for the course, indicating various aspects to be included, such as testing, reading techniques, practice, self-competition, films, and mechanical devices. The teacher might use large cards similar to those illustrated on page 19 as visuals in the discussion. As each item is explained, the teacher might tape the corresponding card on the chalkboard; by the end of the discussion, all the cards will be visible, giving the students an overview of various aspects of the course.

If, during this first session, a questionnaire similar to the *Personal Background Sheet*, (see page 20) is completed by the students, it may provide information useful in setting class goals.

PLANNING THE COURSE



SAMPLE PERSONAL BACKGROUND SHEET

PERSONAL BACKGROUND SHEET

Name_____ Date_____
Last First

Mailing address_____
Street Town

Occupation_____

Type of reading you most prefer_____

Names of magazines and newspapers you read regularly_____

_____

On the average, about how many hours a week do you spend on reading?

_____hours.

Check the kinds of assistance which you would like to receive from the course. Use a double check for the item in which you are most interested.

____1. Increasing my reading speed

____2. Increasing my comprehension

____3. Increasing my use of important reading techniques

____4. Increasing my ability to remember what I read

____5. Increasing my use of study techniques

____6. Increasing my reading vocabulary

____7. Increasing my ability to read newspapers and magazines

____8. Increasing my ability to use the library

____9. Increasing my ability to use the dictionary

In addition, I should like assistance with the following problems:

_____

_____

_____

_____

The Importance of Practice

To stress the importance of practicing reading skills outside class, the teacher might give an optional assignment, such as one of the following, to be completed for the next class session:

- Select and underline the key words in several paragraphs in a newspaper or magazine article, and bring this work to class.
- Select a topic such as mathematics, and list several subtopics under it.
- Analyze the contents of two magazines with which you are familiar concerning their particular appeal, range of subject matter, and the types of illustrative materials they contain.

DISCUSSION TOPICS: IMPORTANT ASPECTS OF READING

Reading is the last stage of a communication process that takes place through the medium of print. Thousands of years ago, most people communicated only through speech. The invention of movable type and the subsequent production of cheap, printed materials meant that each person who learned to decipher the small black marks on a page had access to a large body of information. Previously, man had only been able to learn what someone had told him by word of mouth or what was read to him by the interpreter of handwritten texts; now he could seek out and explore for himself the written statements of many other persons.

The reading process may be a slow and laborious one for the beginner, such as it is for some young children. They must learn to associate the printed symbols on a page with words and their meanings in the oral language. Most adults have already learned to make these many associations. The words on a printed page already have meaning for them.

Mechanics of Reading

Reading involves an eye and brain interrelationship. Since English is written in a left to right order of sequence, it is read from left to right. In following a line of print, the eyes make *fixation pauses*. It is during these fixation pauses that the brain transposes printed symbols into thought.

The reader's *recognition span* is the amount of material his eyes take in during each fixation in his efforts to organize mentally what he has seen.

After moving along each line of print, the eyes make a *return sweep* to the beginning of the next line. This return sweep done swiftly and accurately is essential for rapid and efficient reading.

Sometimes the eyes make backward movements *(regressions)* to glance at words again. Regressions often waste valuable time; they are usually made simply because the reader was not concentrating. Of course, there are times

when regressions may be desirable; one might reread poetry to savor the richness of the language.

The eyes are used in reading to take pictures for the mind to change into ideas. The mind is the storehouse for what is remembered in reading.

Principles of Efficient Reading

The single most important factor in the improvement of reading is the attitude of the reader—the essential desire to improve his reading ability. In attempting to acquire new reading skills, he may find that new ways of working are required. It is the reader himself who must bring about a change in his behavior through a willingness to change. Reading requires thinking and demands concentration.

The reader's *purpose* determines the reading technique and the rate he will use. He should be able to select the appropriate reading technique in order to locate main ideas and important details, find specific information, preview, evaluate what he is reading, and apply what he is reading. If the purpose is determined prior to reading, comprehension and retention could be sharpened.

The reader must be thoroughly at home with the organization of the materials so that he knows both what information they contain as well as the placement of the information.

Many materials can be read rapidly while others need slow and careful study. Therefore, the type and difficulty of the material will influence the reading rate.

The reader's *retention* of what is read will be influenced by his active involvement with the material (asking and answering questions, making notes, and writing capsule summaries).

Purposes of Reading

Selecting purposes for reading. Deciding on the purpose for reading a selection will help the student determine both the reading technique and the reading rate to be used. For example, if the reader's purpose is to locate a specific date in a biographical account, the reader can skim the material rapidly until he finds the reading passage in which the date may be given. Then he reads to locate the date. Students should have practice in reading for a wide variety of purposes.

Suggested purposes for reading selections. Some purposes for reading various selections are:

- To gain a general idea of the contents
- To obtain information on a problem or topic
- To understand main ideas

- To locate specific details
- To study
- To answer specific questions
- To understand technical material
- To retain the information read
- To analyze or evaluate ideas
- To verify statements
- To discover the sequence of events
- To discover traits of a character in a story
- To discern how one reading selection differs from another on the same topic
- To follow printed directions
- To gain recreation and enjoyment

Rate of Comprehension

One of the purposes of the course is to assist each student to attain his maximum rate for each reading technique. The following activities contribute to increasing the rate of comprehension with easy reading materials:

- Determine your purpose for reading the material.
- Use the appropriate techniques to achieve your purpose.
- Use previewing, typographical clues, and directional words as aids.
- Learn to locate key words.
- Read phrase by phrase to grasp ideas.
- Look for clue words and phrases.
- Select and comprehend main ideas.
- Select and comprehend important details.
- Use your knowledge of common roots and affixes to determine the meanings of new or difficult words.
- Use contextual clues as an aid in determining the meanings of difficult or new words.

- Use the story's context to predetermine what might follow.

- Have the eyes sweep down the center of narrow columns in newspapers and magazines.

SUGGESTIONS FOR INCREASING HOLDING POWER

The following procedures help the teacher to provide interesting activities to guarantee a successful course:

- Teach helpful reading techniques at each session and give the students ample opportunity to discuss and practice the skills in class so they can make effective use of them outside the class.

- When practical, use differentiated series of workbooks, books, and reading laboratories to provide for individual differences.

- Vary your teaching of the whole group with the teaching of subgroups having common needs and interests. Such subgroups may need extra work in vocabulary development, study skills, and dictionary skills.

- Whenever possible, utilize two connecting or adjacent rooms, so that instruction with oral activity does not interfere with students engaged in silent reading.

- Show an understanding of the adult student by your enthusiasm, patience, and willingness to listen.

- Encourage your director of adult education to recruit as many people as possible from the same business or industrial organization. Holding power may be increased if class members are acquainted with one another or have common occupational interests.

3

DIAGNOSING READING DIFFICULTIES AND EVALUATING STUDENT PROGRESS

DIAGNOSING AND DEALING WITH INDIVIDUAL READING DIFFICULTIES

Starting early in the course, students need to know what their reading difficulties are and how they can overcome them. The teacher plays a central role in the diagnostic process.

In diagnosing reading difficulties, teachers generally rely on their own observations, teacher-made test results, and perhaps the results of work done with mechanical devices. Diagnostic activities conducted at the beginning and throughout the course will help the teacher identify the students' reading difficulties. The teacher will indicate to the students what activities might correct the situation or eliminate the problems.

The following materials are suggested as useful tools in carrying out diagnostic work. Test I might be used to determine the students' skills in identifying main and subordinate topics, key words, main ideas, and important details. This type of test might be given at the first meeting of the class. Test II is a teacher-made test designed to ascertain the students' command of selected word-study skills and might be given just prior to introducing the study of vocabulary development. The answers for Tests I and II are written directly on the tests.

The chart on pages 29-33 lists a variety of problems in reading and suggests procedures for diagnosing and dealing with them. In connection with activities 6 and 7 on the chart, teachers might use such easy reading materials as adapted short stories so that students will not be impeded in their reading by elaborate sentence structure and difficult vocabulary.

Test I

(Try to complete the work in fifteen minutes.)

I. Select the two main categories from the following lists. Write one category next to A and the other next to B. List the appropriate subtopics under each of the two main categories.

English	Biology	Sciences	Spanish
Botany	French	Chinese	Languages
Russian	Physics	Zoology	Chemistry

A. *(Sciences)*

1. *(Biology)*
2. *(Chemistry)*
3. *(Botany)*
4. *(Zoology)*
5. *(Physics)*

B. *(Languages)*

1. *(English)*
2. *(Spanish)*
3. *(French)*
4. *(Russian)*
5. *(Chinese)*

II. The following selection is about Mark Twain's love for Olivia Langdon. Olivia, however, treated Twain with only sisterly regard. Twichell, a minister, was the friend in whom Twain confided. On the present trip to Elmira in 1868, Twain was determined to win "Livy" for his bride. Underline the 25 key, or more important, words in the selection.

On a lecture tour, he came back to Elmira and the Langdon house on Saturday morning, November 21. "The calf has returned," he said. "May the prodigal have some breakfast?" Abandoning the fiction of brotherly love, he began a six-day siege. Livy attended his lecture on Monday night. On Wednesday (he told Twichell) she "said over and over and over again that she loved me." He was in Paradise, enjoyed "supreme happiness," and, letting down the bars of his reserve, he declared, "I do love, love, love you, Livy." On Thanksgiving Day her parents, still in a state of shock and astonishment, consented to an engagement which they insisted should remain secret until they were able to learn a great deal more about Mr. Clemens' morality, history, character, and prospects.

Taken from Justin Kaplan's *Mr. Clemens and Mark Twain*. New York. Simon and Schuster. 1966.

III. Read the following selection about the great Italian actress, Eleanora Duse, and answer questions A and B by checking the items you think are correct.

Duse's voice was rather high. When she was young she had to train her voice for strength and fullness, but it remained the high Italian kind of voice. In fact, when I heard her in 1923 in the big Century Theatre, I thought her voice was a little too big. I was seated in the back of the orchestra, and I had no difficulty in hearing. Her voice had a strange quality which I have never heard in any other voice. You were never aware of the expenditure of effort. The voice came out easily. It was somehow on a stream of breath. It seemed to float. It simply left her and went on. It traveled, and yet you had the sense that it was the same easy voice wherever you might hear it in the theatre. It was a voice that had no difficulty, perhaps because of her uncanny ability to relax.

Taken from *Strasberg at The Actor's Studio*. Edited by Robert Hethmon. New York. The Viking Press. 1965.

A. The main idea of this paragraph is

___ 1. the good actress that Duse was

___ 2. the highness of her voice

✓ 3. the qualities of Duse's voice

___ 4. the difficulty in theatergoers' being able to hear her

___ 5. Duse's need for training when she was young

B. As a young woman, Duse received training in order to make her voice

___ 1. somewhat higher

___ 2. somewhat lower

✓ 3. stronger and fuller

___ 4. more interesting

___ 5. sound older

Test II

(Try to complete the work in fifteen minutes.)

I. *Word Structure.* To describe the meaning of each underlined prefix, suffix, or root in the left-hand column below, select the correct word or expression from the right-hand column. Place the letter of the meaning selected on the line preceding the matching prefix, suffix, or root.

(b) 1. unhappy	a. carry
(e) 2. prediction	b. not
(h) 3. misfit	c. stretch
(j) 4. exit	d. across
(k) 5. subway	e. before
(a) 6. porter	f. tell
(f) 7. describe	g. lead
(c) 8. extended	h. wrong
(i) 9. producer	i. a person occupationally connected with
(l) 10. captured	j. out
	k. under
	l. taken, seized

II. *Word Pronunciation.* Next to each of the phonetic re-spellings of the following items write in conventional spelling the word for which it stands.

Examples: gōl goal tung tongue

1. flud *(flood)*
2. flōt *(float)*
3. flāk *(flake)*
4. fōn *(phone)*
5. kon sesh′an *(concession)*
6. chēf *(chief)*
7. mil′a ner′i *(millinery)*
8. skōp *(scope)*
9. sut′al *(subtle)*
10. va nil′a *(vanilla)*

III. *Syllabication.* Divide the following words into syllables. Mark the primary accent with one stroke and, where necessary, the secondary accent with two strokes.

Examples: concentration con′cen tra′tion

1. ignition *(ig ni′tion)*
2. umbrella *(um brel′la)*
3. qualification *(qual′i fi ca′tion)*
4. reproduction *(re′pro duc′tion)*

DIAGNOSTIC ACTIVITIES	*OBSERVATIONS*	*SUGGESTED ACTIVITIES*
1. Comprehension Study student responses to comprehension checks such as those that accompany reading selections found in reading improvement books.	Some students may: be unable to select main ideas and important details. be unable to interpret certain types of reading materials. have inadequate comprehension. have very high comprehension, but read at a very slow rate.	Have students complete exercises that help them develop skill in selecting main ideas and details (see page 40) in knowing how to interpret what they read (see pages 81-82) and in learning the meanings of many words. Have students review in the comprehension checks the questions which they did not answer correctly, locating the answers or the clues to the answers in the reading material. Have students discuss interesting words from their reading. In aiming to obtain a balance between comprehension and rate, have students keep the rate at a high point even if comprehension drops somewhat. Then have students try to bring comprehension up to a satisfactory level by rereading rapidly, by making a special effort to comprehend, by reading in thought units, and by establishing a purpose before reading. Encourage students not to increase their rate further until their comprehension reaches a satisfactory level.
2. Study skills Evaluate the student's ability to outline, to make useful notes, to ask practical questions about the material, to write	Some students may: be unable to outline or to make useful notes.	Have students do exercises to learn how to outline, to make useful notes, to ask practical questions about the material (see pages 60-61), to write capsule summaries (see pages 61-62), and to note key ideas in textbook material(see pages 59-60).

DIAGNOSTIC ACTIVITIES	*OBSERVATIONS*	*SUGGESTED ACTIVITIES*
capsule summaries, and to note key ideas in textbooks.	be unable to ask practical questions about the material, to write capsule summaries, or to note key ideas.	
	be unable to use study techniques.	Have students use the SQ3R method of study, as described on page 62.
	forget material.	Have students become active readers: recite to themselves, write notes, and question the author's statements.
	be unable to concentrate.	
3. Abilities with basic reading skills	Some students may:	
Using prequizzes and teacher-made tests such as those presented in this handbook, determine the student's ability to preview, scan, skim, read thoroughly, and know the meanings of words.	be unable to preview, scan, skim, or read thoroughly	Have students practice previewing, scanning, skimming, and thorough reading.
	be unable to analyze words structurally.	Have students analyze words structurally. Have students develop good dictionary habits.
	not know the meanings of many useful words.	Have students learn the meanings of common roots and affixes (see page 70) and apply this knowledge to the understanding of word meanings.
Also determine the student's achievement with vocabulary, word analysis, and in determing the reading purpose.	read for five or more minutes before they realize that they do not know why they are reading the material.	Have students determine their purpose prior to their reading of the material (see page 22).
4. Rate of reading	Some students may:	
Using three levels of reading selections—easy, standard, and difficult—	have only one slow rate of reading (below 200 words per minute) regardless of	Have students learn how to adapt their rates to their reading purposes and to the difficulty of the materials.

DIAGNOSTIC ACTIVITIES	*OBSERVATIONS*	*SUGGESTED ACTIVITIES*
establish the student's beginning rate as a benchmark for evaluating progress. A number of reading materials have the level of reading difficulty indicated.	the degree of difficulty of reading materials.	Have students record their reading rates and comprehension scores on appropriate charts for each selection read under timed conditions.
Evaluate the student's flexibility of rate in reading.	believe that they should read everything as fast as they can, regardless of a great loss in comprehension.	Have students check their reading comprehension while reading for rate improvement.
	show only a slight increase in their reading rate after several weeks of training.	Have students complete skimming exercises until they can use this skill with a fair degree of comprehension. Have students read the same article several times, making a great effort to increase their reading rate each time. Have students flip flash cards which show words and phrases of gradually increasing length. Have students use index cards as a pacer. Have students read under timed conditions articles of only one or two paragraphs in length. Have students read easy materials.
5. Oral reading Have the student record on tape his oral reading at	Some students may: mispronounce words.	Have students analyze words structurally and read phrase by phrase.

DIAGNOSING AND DEALING WITH READING DIFFICULTIES *(Continued)*

DIAGNOSTIC ACTIVITIES	*OBSERVATIONS*	*SUGGESTED ACTIVITIES*
sight of several lines of material which is rather difficult for him. In re-playing the tape, the teacher and the student evaluate the latter's skill in word pronunciation, reading words as phrase groups, and in the rate of reading.	not read words as phrase groups. make pauses where none should be made. read too quickly or too slowly. reveal that they do not understand what they read.	Have students read orally, followed by the teacher's constructive suggestions.
6. Physical habits Detect and observe physical habits that may impede reading efficiency.	Some students may: engage in extraneous head movement from side to side. engage in subvocalization and lipreading. engage in finger pointing.	Have the student read materials that are comfortable for him. Extraneous movements may result from a student's reading materials which are too difficult.
7. Eye movements Have the student hold the book at eye level. As he silently reads lines at the top of the page, observe his eye movements: the number of fixations per line, the return sweep to the following line, and the number of regressions per line. The good reader should probably make only a few fixations in reading a line of print in an easy-	Some students may: make too many fixations per line.	Have students read phrase by phrase (in thought units), locating key words (see page 41). Have students increase their recognition span (amount of material which the reader sees during a fixation) through using peripheral vision in working with index cards. Cover an unread line of print with a card and slide the card down and back in one very quick action while attempting to retain as much of the line as possible. Record on card the number of words they read correctly. Have students think "wider this time" every time just before they expose the

DIAGNOSTIC ACTIVITIES	*OBSERVATIONS*	*SUGGESTED ACTIVITIES*
to-read novel.		print. For this exercise, the student reads word groups that are not thought units.
	pause too long at the end of each line of print.	Have students make the return sweep to the following line as quickly as possible.
	make regressions in reading material.	Encourage students to keep moving ahead. Explain that it is not necessary to read every word in order to understand the material. Have the student hold an index card and draw it down over each line as he finishes reading it. Have students use index cards as pacers to assist them to move ahead. Have students read orally at first so that the teacher knows what they are doing when they read. Then have students read silently.
	keep rereading, making no progress.	Have students complete each paragraph, then reread it to get meaning missed in the first reading.

EVALUATING STUDENT PROGRESS

In order that the students have an opportunity to know about their progress in the course, the teacher will want to make evaluations of students' work completed during each class session. Such evaluations will also serve to inform the teacher concerning the effectiveness of his teaching methods and procedures.

The teacher might keep an individual folder for each student. The teacher emphasizes that student records which will be kept in the folders will be confidential and will be used by the teacher to ascertain student progress.

Student Reading Record Sheets (see page 36), completed during each class session, contain student answers and comments. Space is provided for the teacher to react to the student's comments and reading performance as well as to make suggestions for the student's next activities.

Reading Progress Charts (see page 37) show the student's scores achieved on timed reading selections. Every student should use three charts, one for each level of difficulty of reading materials: easy, standard, and very difficult. A number of textbooks indicate the level of difficulty of their reading selections. At class sessions, students record on the appropriate chart their reading rates and comprehension scores. Selections suitable for timed reading, accompanied by comprehension checks, are contained in the textbooks listed at the end of this handbook.

At the fourth or fifth session, students might complete a sheet similar to the *Evaluation Sheet* (see page 38). Student responses will aid the teacher in planning activities for the rest of the course.

SAMPLE STUDENT RECORD SHEET

STUDENT RECORD SHEET

Name_____ Date_____

I. Tachistoscopic training _____ No. Items Correct

1.	10.	19.
2.	11.	20.
3.	12.	21.
4.	13.	22.
5.	14.	23.
6.	15.	24.
7.	16.	25.
8.	17.	
9.	18.	

II. Vocabulary development _____ No. Items Correct

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

III. Reading selections

Selection 1: Answers		*Selection 2: Answers*	
1. _____	6. _____	1. _____	6. _____
2. _____	7. _____	2. _____	7. _____
3. _____	8. _____	3. _____	8. _____
4. _____	9. _____	4. _____	9. _____
5. _____	10. _____	5. _____	10. _____
Wpm _____	Accuracy (%) ____	Wpm _____	Accuracy (%) ____

Student Comment _____

Teacher Reaction _____

_____

SAMPLE STUDENT READING RECORD SHEET

STUDENT READING RECORD SHEET

Name George Brown Date 5/17/67

READER'S DIGEST

Words per minute 515 Accuracy (%) 80

Student Comment I lost 20% comprehension

Teacher Reaction Good progress in rate. Try to increase your speed and get [illegible] grade comprehension below [illegible]

IOWA FILM Accuracy (%) 90

Student Comment I like Iowa Film - slow that by pushing [illegible] comprehension of main points dropped [illegible]

Teacher Reaction Thank you for your comment

READING FOR UNDERSTANDING

Card number 67 25 Symbol B 2 No. items correct 12 1/2

Student Comment

Teacher Reaction Work at numbers to 65 more [illegible]

READING LABORATORY

Check size: ____ 7 1/2" x 8" X 9" x 12"

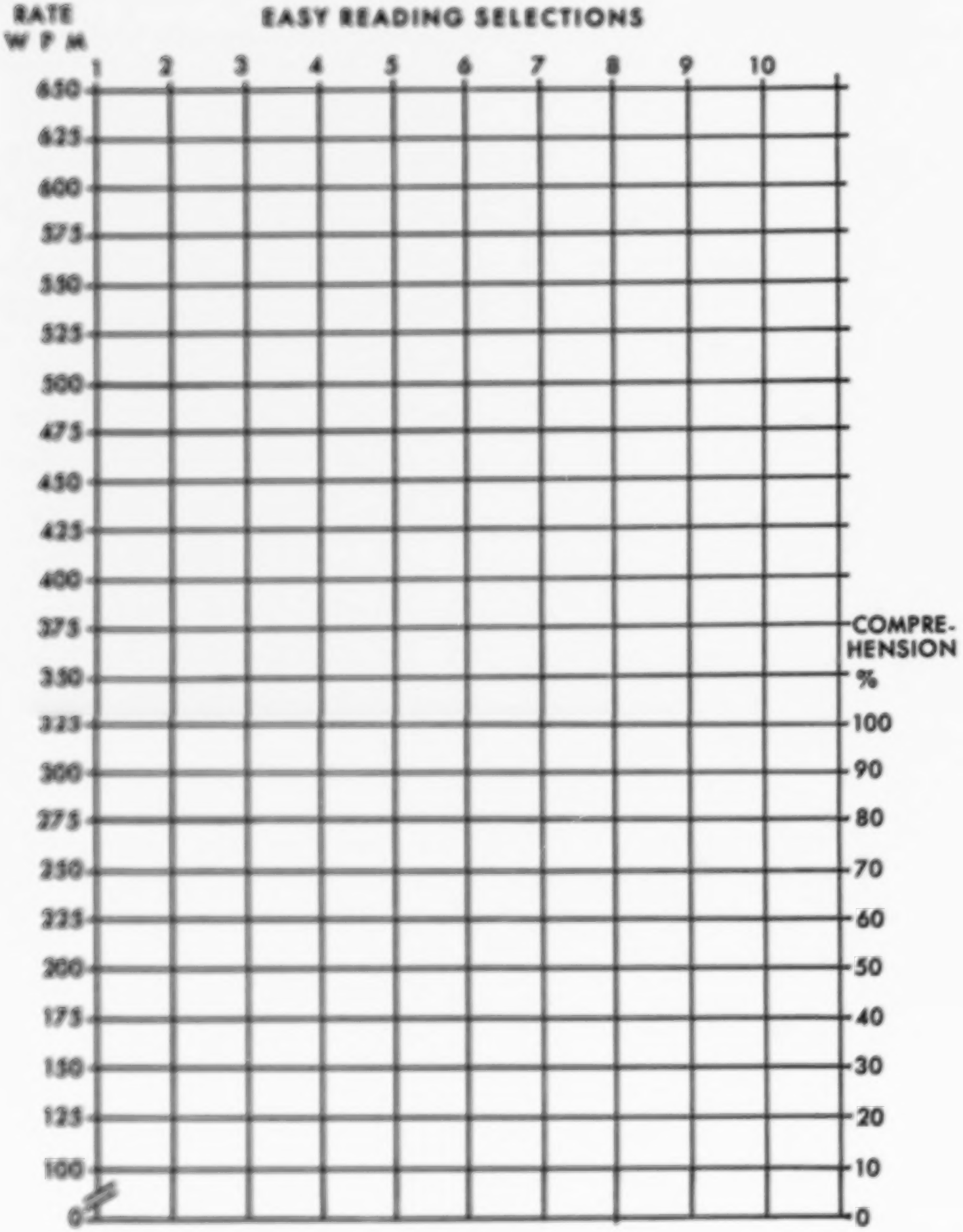
Color pink Number 2 Time 7:15

Highest possible score 10 No. items correct 10

Student Comment (1) Enjoyed the trip into the study of plants. Like not hearing [illegible] (2) Reading [illegible] for minute drills, slowing down during [illegible]

Teacher Reaction Fine [illegible] record shows that you are gaining about half a minute each time. Just don't rush! Check your errors. Our goal is 5 minutes. You're not more than one error. Your score of 7:15 indicates [illegible]

SAMPLE READING PROGRESS CHART



SAMPLE EVALUATION SHEET

EVALUATION SHEET

Name_____ Date_____

1. So far, I have found the course in reading improvement helpful because

_____

_____

_____

_____

2. During future class sessions, I should like emphasis placed on the items I have checked below:

_____ speed reading

_____ vocabulary development

_____ skimming techniques

_____ critical reading

_____ techniques for concentration

_____ library skills

(Add any additional items in which you are interested.)

_____

_____

3. During future sessions, I should prefer using the practice materials checked below:

_____ reading-laboratory materials

_____ workbooks

_____ reading-skill builders

_____ selections from books and magazines

_____ phonograph records or other materials dealing with vocabulary enrichment

_____ other

_____

_____

4

THE FORM OF READING MATERIAL

THE STRUCTURE OF A BOOK

Knowing how reading materials are organized can help the reader understand better what is being read and also give him the facility to know where specific information can be located.

For this discussion, the teacher might use a nonfiction book such as a biography for demonstration purposes. Class members would have copies of the same book to refer to during the presentation or the teacher could share her copy by using an opaque projector. Students should practice locating and utilizing all the parts presented as the teacher explains the structure of a book.

The *title page* gives the name of the book, which frequently suggests the topic with which the book will deal. In addition it gives the name of the author and publisher as well as the publication year. The year of publication is an aid to evaluating the book; on topics undergoing drastic change, recent books could be of more value than older ones.

The *copyright page*,on the reverse side of the title page, gives the copyright date, the copyright owner, and the country in which the book was printed.

The *preface* contains a statement of the author's purpose in writing the book. It may also tell for whom the book was written. It usually contains acknowledgments to persons who assisted the author or sources from which he has drawn his material.

The *introduction* contains additional information useful to the reader, such as historical backgound, biographical sketches, and criticism of the book. It may also state the author's purpose in writing the book.

The *table of contents* lists the main topics included in the book, their organization, scope, character, and order. The information in the table of contents gives a preview of the contents of the book.

The *list of illustrations*, if there is one, is useful as an indicator of additional information in the book presented in diagrammatic or pictorial form.

Footnotes at the bottoms of pages in the text contain additional detailed information regarding a statement made in the text or indicate sources of information that have been utilized.

The *bibliography* lists specific books or materials utilized by the author or recommended by him for further reading. Sometimes bibliographies appear at the ends of chapters rather than at the end of the book.

The *glossary* gives the meanings of important words and technical terms used in the book.

The *appendix* includes important related material.

The *index* is an alphabetical listing of key words and topics. It is more detailed than the list given in the table of contents and may provide the quickest way of locating specific information.

The teacher may wish to point out that not all the above-mentioned sections are to be found in every book—that novels, for instance, frequently have none of the items listed except title and copyright page.

The Structure of the Text

The chapter. In textbooks and some other nonfiction books, chapters have titles that tell what their topics are. Within each chapter, there are frequently subheadings which reveal organization and the main topics of discussion. Different type faces are often used to aid the reader in learning the plan of the chapter and the topics that are included.

Many chapters open with an introductory paragraph that states the purpose of the chapter and close with a summary section.

In fiction, the division of the text into chapters does not always follow clear-cut rules. Frequently, there are no chapter titles at all; the author simply picks logical stopping places in the story, on the assumption that readers will not read the whole book at one sitting.

The paragraph. Students might examine a number of paragraphs that the teacher has culled from magazine articles and presented to the class in duplicated form.

The function of a paragraph is usually the development of a topic, although it is possible for a paragraph to be entirely devoted to explaining a previous topic. A well-written paragraph includes a discussion of only one topic. Usually one sentence will state the main idea of the paragraph. The following is a suggested formula for verifying the main idea:

First, select the sentence you feel states the main idea. Then read the other sentences in the paragraph one by one, stopping at the end of each sentence and rereading the sentance you selected as containing the main idea. If your selection was correct, your main-idea sentence will encompass the various statements made in the other sentences.

The topic or key sentence containing the main idea is usually the first sentence of the paragraph, but it can be a sentence at the end or in the middle. Sometimes there is no topic sentence and the reader must formulate the main idea or ideas.

Paragraphs are of several kinds: introductory, definitive, illustrative, transitional, narrative, comparative, contrasting, descriptive, summary, and concluding.

The sentence. Readers need to acquire the ability to recognize what makes a sentence. Understanding the structure of the sentence is the key to good writing and reading. In reading each sentence, the reader must not only recognize its literal meaning, but must also be sensitive to meanings which may be inferred.

It is important for the reader to be able to select the essential or key words of a sentence. These are the vital words that convey meaning. Other words are less essential and can be skipped without changing the meaning or reducing the reader's comprehension. The following table provides assistance for determining the key words which give meaning to sentences.

ESSENTIAL WORDS TO UNLOCK MEANING

Function of Essential Word	Essential Words
The *doer:*	who or what
The *doing* or *state of being:*	how doer acts or how it is
The *deed:*	what is done

The teacher might point out that the telegram and the newspaper headline are good examples of how to use key words. Class members might practice constructing telegram-style messages and headlines out of more lengthy statements found in their reading materials.

The teacher might assist students in determining the key words in sentences in the form of questions. For example, just prior to teaching previewing the teacher might utilize the prequiz on previewing in Chapter 5 for this purpose. Students would check the three or four key words (words that unlock the meaning) in each question. In doing this, students would need to have the following important considerations in mind:

- Importance of reading the interrogatory word or words of the question: *who, what, where, when, why, and how*
- Importance of nouns and verbs
- Importance of italicized words

Prequiz on Previewing

The student might check the key words in the questions on previewing as follows:

1. What does the word preview mean?
2. Do you think of the word preview in connection with television shows? If so, in what way?

3. How would you go about previewing a book?

4. Why would you preview a magazine article?

5. How would you go about previewing a magazine article?

6. In addition to magazine articles and books, what reading materials would you preview?

FORM OF READING MATERIALS

Adults should be thoroughly acquainted with the format of the material they read. The more readers know about the organization of the material, the more easily they will be able to locate needed information quickly. In order to illustrate this principle of efficient reading, the teacher might use such familiar materials as restaurant menus, railroad timetables, and museum schedules.

The Restaurant Menu

Although there is no standard order of arrangement for items on a menu, the categories listed below are usually included. Some menus cover only one page, while others run as long as four pages, offering a greater variety of choices and categories. The following list presents the order in which menu categories are sometimes given.

- Appetizers are listed first, sometimes with à la carte prices
- Entrees (main dishes) come next, with à la carte prices and prices for the whole dinner
- Salads and dressings
- Desserts
- Beverages (nonalcoholic)
- Description of a full-course dinner
- Description of special dinners
- Wines and liquors

The Railroad Timetable

The information below is included on some timetables.

- Times of arrival and departure of trains. (Usually, light print is used for the hours from midnight to noon, and bolder print is used for the period from noon to midnight.)
- Sleeping accommodations and food facilities

- Train number and name
- Explanation of reference marks
- Information about baggage service, redemption of tickets, adjustment of fares, and lost articles
- Effective date of timetable

Art Museum Schedules

- Dates included in the schedule
- Permanent museum collections and their location
- Temporary exhibits, with names of artists, types of art, and locations
- Gallery talks, dates, topics, and locations
- Film showings, dates; names of films, directors, and leading actors
- Gallery hours
- Admission charge
- Name, address, and the telephone number of the museum

DIAGRAMMATIC AND PICTORIAL MATERIALS

Materials such as maps, charts, tables, and graphs are helpful aids to reading.

Prompts on Reading Illustrative Materials

1. How do you use a scale of miles on a map? *(To find the distance between any two places or points on the map.)*
2. What do the pieces of a pie chart show? *(Percentages.)*
3. What do the bars represent in a bar graph? *(Different quantities.)*
4. What is the main purpose of political cartoons? *(To give a viewpoint on situations.)*
5. What is the connection between political cartoons in a local newspaper and that paper's editorial policies? *(There might be a very close relationship.)*

Many readers ignore illustrative materials in books and magazines because they do not know how to interpret them. Effective reading, however, requires the utilization of all available information. The teacher might use illustrative materials that class members encounter in their reading of news magazines as the basis for class instruction in interpreting them.

Appetizers

Chilled Tomato Juice	.20	Jumbo Shrimp Cocktail	1.25
Pressed Fruit Sections	.20	Cherrystone Clam Cocktail	.90
Chopped Chicken Livers	.25	Blue Point Oyster (in season)	.7

Entrees

(A la Carte includes Potato and Vegetable, also Salad)

From Our Broilers and Ovens	A la Carte	Dinner
Sizzling Sirloin Steak, French Fried Onion Rings	3.25	3.95
Broiled Fillet Mignon, Mushroom Caps	3.50	4.00
Roast Top Sirloin of Beef, au Jus	3.45	3.95
Broiled Double Loin Lamb Chops, Mint Jelly	3.50	3.95
Breaded Veal Cutlet*, Parmesian	3.50	3.95
Broiled, Baked or Southern Fried Chicken	2.75	3.25
Roast Turkey, Sage Dressing, Cranberry Sauce	2.50	3.00
Chopped Beefsteak, French Fried Onion Rings	2.75	3.25
Beef a la Stroganoff, Buttered Noodles	3.50	3.95

Specialty of the House

Corned Beef and Cabbage, Parsley Boiled Potato	2.75	3.25
One Dozen Steamed Clams, Drawn Butter	2.00	2.50

Dinner Desserts

Assorted Pies .25 Ice Cream .25

Beverages

Coffee .15 Pot of Tea .20 Milk .5

FULL COURSE DINNER Includes

Soup or Juice or Fruit Cup

Relish Tray, Salad with Dressing
(Roquefort .45 extra)

Entree — Potato and Vegetable

Dessert, Beverage

A la Carte Desserts

Whipped Cream Pie .25 Strawb
Creme de Menthe Parfait .20 Chocolate Sun

SPECIAL KIDDIE MENU

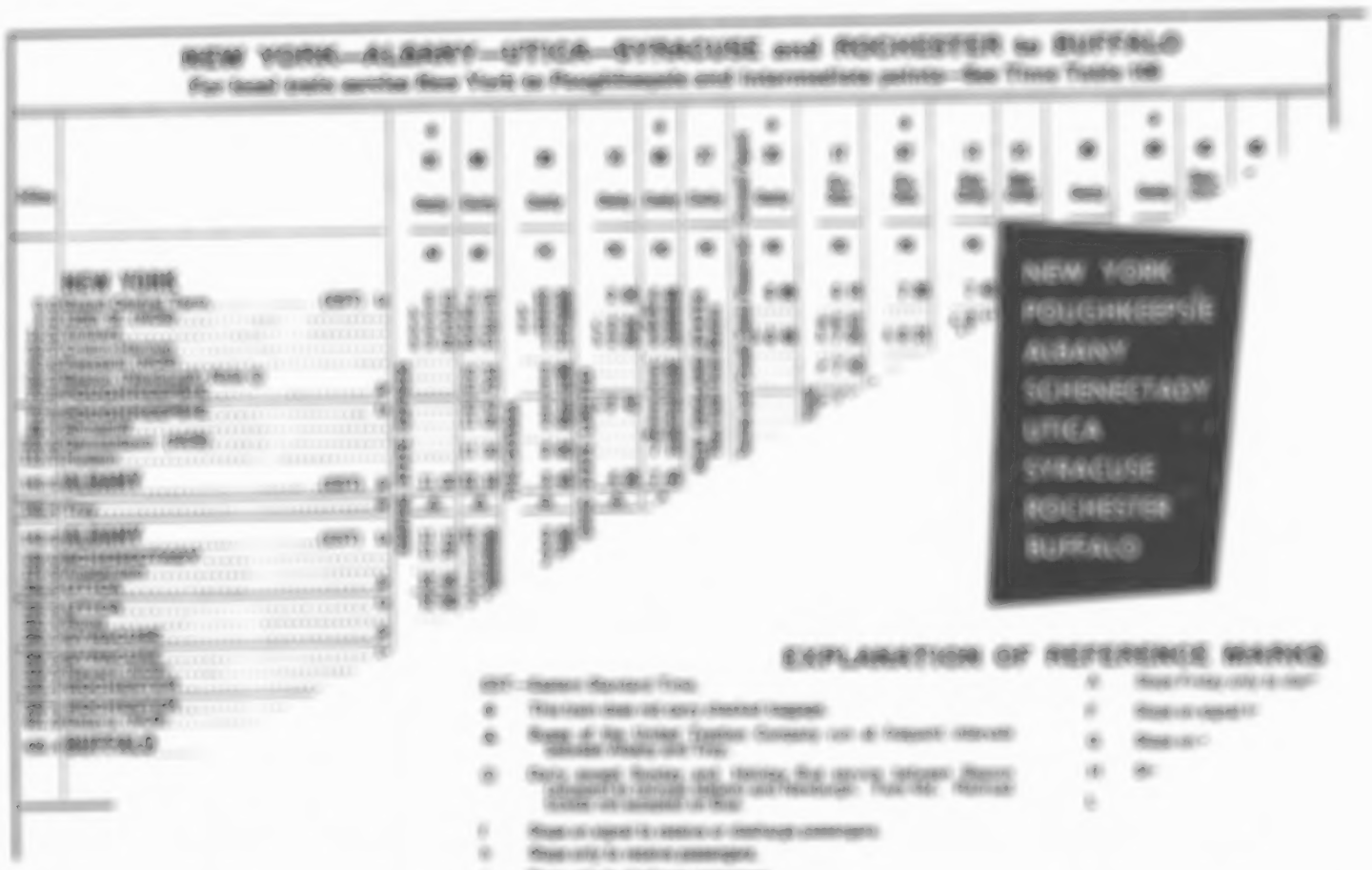
Juice or Fruit Cup
Hot Turkey Sandwich,
Potato and Vegetable
Hamburger
French Fries and Cole Slaw
Fish Fry,
French Fries and Cole Slaw
Cake or Milk

1.50

SIRLOIN STEAK SANDWICH

Served with French Fries,
Lettuce and Tomato

3.95



EXPLANATION OF REFERENCE MARKS

IMPORTANT

EFFECTIVE JANUARY 1, 1967

THE MUSEUM OF MODERN ART
Schedule October 1966

Full details on all activities available at Information Center

Film Showings

Daily: 3:00 and 5:30; Sundays at 5:00.
Single admission. Schedule subject to change without notice.

Auditorium

Oct. 5-9 = The Pioneers of Modern Art (1962). 60m. English voice.
6 = Love One Another (1965). 52. 9m. English voice.
7 = Show Them a Time (1965). Program only). 9m. English title.
Recommended: Good Brothers (1965)
Thermoblown (1965)
Detroit Village Church

Selections from Museum Collections

Sculpture Garden, Main Hall, 3rd & 3rd Floor Galleries, Auditorium Gallery, Recent Acquisitions, Museum Shop's Lobby Desk, No. 108
Descriptive flyer and annotated floor plans available

Temporary Exhibitions

	Floor	Gallery
Recent Acquisitions—Seven American Paintings (through January 30)	1st	1
Architecture without Architects (through February 7)	1st	9
Van Gogh—Paintings and Drawings (December 16-January 30)	1st Both	2 & 4

Gallery Hours

Monday through Saturday: 11:0
Sundays: 12:0
Closed Christmas Day

Admissions

Adults: $1.00
Children under 16: 50 cents

Gallery Talks

A. L. Chanin, Staff Lecturer
Thursdays: 6 p.m.; Fridays and Saturdays: 3:30 p.m.

	Topics	Floor	Gallery
Oct. 1	Chagall and the Choices: The Poets of Fantasy	2nd	2
2	The Art of Wax Stockmen	1st	4
7	The Art of Wax Stockmen	1st	4
8	Matisse's "Red Studio"	2nd	4
9	Italian Potteries	2nd	3
			15

THE MUSEUM OF MODERN ART

11 West 53rd St., New York, N. Y. 10019 Circle 5-8900

Aids to Reading Maps

- The legend (or key) includes some of the symbols used on the map and gives their meanings.
- A scale of miles indicates what distance on the map equals a specific distance in miles on land.
- A directional arrow indicates the direction of north on the map.
- Latitude and longitude indicate direction and are helpful in determining location.
- An index of place names indicates their location on the map.
- Numbers and letters on road maps serve as clues to the locations of the places.

Aids to Reading Charts, Tables, and Graphs

Students may need help in understanding and making use of illustrative materials which are often used to present complex information clearly and concisely. Although these materials appear in a wide variety of forms, the following aids may be found generally useful to their study.

- A title tells what the illustrative material shows.
- The explanation of symbols makes clear what they represent.
- The sliced sections of pie charts show percentages.
- Bars in a bar graph represent different quantities.
- Horizontal and vertical axes give the two variables such as years and number of people.

Aids to Interpreting Cartoons

- Read the title and the words carefully.
- Recognize instantly the symbols used to represent political parties and leaders, foreign countries, and such an idea as peace.
- Determine the purpose.
- Evaluate a newspaper's political cartoons in the light of views expressed on the editorial page.
- Read the name of the cartoonist.

Statistics

The teacher might present such common statistical concepts as percentage (proportion of each hundred) and arithmetic average (quantity found by dividing the sum of all the quantities by the number of quantities). Also

students may be aided in making more careful analyses of statistical presentations if they know the following:

- An average of one group can be applied to another only to the extent that the two groups are identical.
- A sample must be representative of the class or group being discussed.
- An improbably precise figure is one which appears to be more accurate than the means of measurement or conditions allow it to be.
- Correlation is the relation between two things such as height and weight. The fact that two things happen at the same time does not necessarily mean that one caused the other.

5

TECHNIQUES OF READING

Students need to know a variety of reading techniques: previewing, scanning, skimming, thorough reading, and studying. In this chapter these techniques are described in terms of their most effective use, the step-by-step procedures which can be applied by students in their mastery, and the kinds of materials to which they most readily apply.

PREQUIZZES ON TECHNIQUES

A prequiz is presented for possible use with each of the techniques described in this chapter. The questions in the quiz might be presented for oral discussion prior to instructing the students concerning the specific skill to be learned. Such quizzes will help the teacher find out what the students already know and indicate what instruction would be appropriate to assist them in mastering the technique. Answers which well-informed students might give to the quiz questions have been placed in parentheses directly following the questions.

PREVIEWING

Prequiz on Previewing

1. What does the word *preview* mean? *(To see something beforehand. A preview of a movie shows some of its scenes in advance of the full presentation of the film.)*

2. Do you think of the word *preview* in connection with television shows? If so, in what way? *(Yes, in the fall the TV networks present new shows. Local TV stations carry previews of these shows prior to their initial presentation to inform the viewing public about them and to arouse interest in them.)*

3. How would you preview a book? *(Note the title, author, and publication date; use such sections of the book as the preface, table of contents, and index. Also read some of the passages to get an idea of the style.)*

4. How would you preview a magazine article? *(Note the title and author, read headings and subheadings, look at the illustrations, and read some of the article to learn about its general content.)*

5. Why would you preview a magazine article? *(To determine whether it would be interesting to read it)*

6. In addition to magazine articles and books, what reading materials would you preview? *(Newspaper articles, reports, and bulletins)*

Previewing is frequently referred to as surveying, preliminary survey, and overview. Its purpose is to gain a general and overall idea of the material. The preview may tell the reader all he needs to know about the selection, or it may convince him he needs to read the entire article.

Four Steps in Previewing

The student should complete only the steps which he finds are necessary in order to fulfill his reading purpose.

[1] Note the title and the author.

Reading the title questioningly will help to determine the specific topic being discussed. The author's name, together with whatever information is given to indicate his special competence to write on the topic, provides some basis on which to judge the expertness of the author in this field and the potential value of the material.

[2] Read the section heads and subheadings.

Noting the headings and their relationships to each other will guide the reader to an initial understanding of the organization, emphasis, trend of the presentation, and of what the author thinks are important considerations.

[3] Look at pictures, drawings, charts, diagrams, maps, and other illustrations and read their captions.

Visual material and accompanying captions often supplement or take the place of section heads and subheadings in clarifying the author's main ideas.

[4] Note the lengths of the paragraphs.

The reader might try to estimate how much time would be required to read the article. Ordinarily, such an estimate would be based on the lengths of the paragraphs and the style of the writing.

Practice Materials

Because of their format, textbook and encyclopedic and such other materials as railroad timetables, restaurant menus, and schedules of events in museums and public libraries are particularly appropriate for preview practice.

SUGGESTED METHOD FOR TEACHING PREVIEWING

The procedures suggested for the teaching of this technique could also be adapted to instruction in the other techniques presented in the chapter.

- Use a prequiz (see page 49) to determine what the students already know about previewing, with questions written on the chalkboard or presented orally.

- Demonstrate how to preview a magazine article which might be contained in a textbook on reading improvement. The selection should have subheadings and illustrations. During the demonstration, students follow the instruction, using their own copies of the selection.

- After the demonstration, answer students' questions about previewing an article.

- Next have students preview another magazine article and complete the comprehension test based on the preview of the article. This article and accompanying test may also be contained in their reading improvement text.

- Discuss the answers to the test.

- Summarize the lesson on previewing by having the students review material similar to that found on page 50. The material may be distributed in duplicated form.

- Encourage students to preview magazine articles and to bring questions and observations about this practice to class at the next session.

SCANNING

Prequiz on Scanning

1. How do you find a number in the telephone book? *(Use the last and first names of the person. Check the address if there are several people with the same first and last names as the person you want to telephone. Use the alphabet to do this as well as the guide words at the top of the pages.)*

2. How do you locate a word in a dictionary? *(Use guide words, the alphabet, and the spelling of the word. Guide words indicate the first and the last words which are defined on the page.)*

3. The procedures referred to in questions 1 and 2 require scanning. What other reading materials would you scan? *(Timetables, stock market quotations and TV listings in newspapers, and encyclopedias)*

4. What is the purpose of scanning? *(To locate specific information quickly)*

Scanning is frequently referred to as one type of skimming.

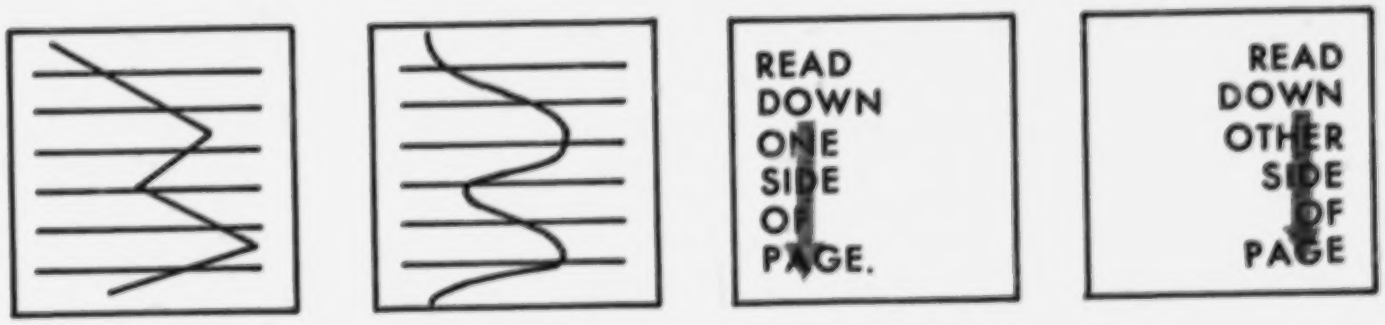
Six Steps in Scanning

[1] Know exactly what information you are seeking.

[2] Preview the selection to learn its organization if not acquainted with its structure.

[3] Read the material quickly.

Skim quickly in a zigzag, spiral, or vertical manner, reading down one side of the page (column-fashion) and then reading down the other side.



Many persons find it helpful to use a pencil or their finger as a marker, moving it swiftly across the page in the ways shown above. The eyes then follow the moving object and do not linger unnecessarily over any particular word.

[4] Look for clues to the general location of the information.

If well acquainted with the structure or organization of the material—menus, railroad timetables, museum schedules, and telephone directories—estimate at what place in the material the desired information would be given and look there first. Look to see if there is alphabetizing or some other standard.

[5] Spot guide words and other clues.

Numbers, names, dates, places, titles,and special type faces might lead the reader to the specific information needed.

[6] Read carefully.

Once a clue word is found, pause and read carefully in order to find the required information.

Practice Materials

Articles, dictionaries, stock market quotations and TV listings in newspapers, telephone directories, and materials mentioned for practicing previewing. (See page 50.)

SKIMMING

Prequiz on Skimming

1. How are skimming and scanning alike? *(You read rapidly for each, using the same process.)*

2. What reading material might you skim? (*Magazine and newspaper articles, reports, and bulletins)*

3. How do you skim? *(Read quickly the key sentences to get a general impression of the article.)*

The purpose of skimming may be to determine the main idea quickly, to gather a cluster of details rapidly, or to summarize the material.

Four Steps in Skimming for Main Ideas

[1] Preview the material.

Note the title, subheadings, and words in italics or boldface to acquire an overall impression of the material.

[2] Locate key sentences.

Locate quickly the key or topic sentence in each paragraph, making use of essential words only. The key sentence is often the first one. Move rapidly from paragraph to paragraph.

[3] Read key sentences carefully, observing the author's orderly train of thought.

[4] Skip all details.

Take a comprehension test based solely on understanding the main ideas. Such tests accompany reading selections in reading improvement textbooks.

Practice Materials

Newspaper and magazine articles are useful in practicing skimming for main ideas.

Three Steps in Skimming for a Cluster of Details

[1] Read at top speed and locate the pertinent phase of the topic, skipping material not related to this phase.

[2] After locating pertinent phase, gather all details and form a unit of thought.

[3] Stop reading immediately upon acquiring the information about this phase of the topic.

Take a comprehension test based solely on understanding the cluster of

details. Such tests accompany the reading selections presented in reading improvement textbooks.

Practice Materials

Newspaper and magazine articles and familiar technical articles and books are appropriate materials for reading practice.

Five Steps in Skimming to Summarize an Article

[1] Preview article to gain a general impression of its contents.

[2] Read introductory paragraph thoroughly to grasp the author's starting point.

[3] Read quickly the first sentence of each paragraph in the article.

Rely on key words to get a sense of the progression of thought. Remember that writers often state the main idea of a paragraph in the first sentence.

[4] Note those sentences that have words printed in italics.

[5] Read the last or the summary paragraph thoroughly to grasp the author's overview of what he has said.

Practice Materials

Magazine and newspaper articles, financial newsletters from banks, textbook and other non-fiction materials may be used to practice this type of skimming.

THOROUGH READING: FOLLOWING PRINTED DIRECTIONS

Prequiz on Following Printed Directions

1. At what reading rate should directions be read? *(Somewhat slowly)*

2. How many times might you read the directions on a container of medicine? *(Two or more times depending on the difficulty of the directions)*

3. What procedure do you use when you read printed directions? *(Read to determine the steps enumerated in the directions and read again as you perform each step.)*

Four Steps in Following Directions

[1] Locate the directions.

[2] Read once for an overall understanding.

Read the directions to gain a general understanding of the complete

procedure. The reader should attempt to picture each step in a sequential order as well as the expected outcome of each step.

[3] Reread while carrying out directions.

Reread each step while carrying it out exactly as directed. Go on to the next step only after the completion of the previous one. This procedure may require several rereadings to make certain nothing has been omitted or misplaced.

[4] Note exact specifications.

If the directions give specific numbers, such as "two tablets," always reread that item to be sure you understand the correct number.

Practice Materials

Samples of printed directions are to be found on labels on food and medicine containers; on folders accompanying home appliances, concerning their assembly and repair; with the instructions for do-it-yourself home projects and, of course, in recipes. Other examples are crossroad signposts and various other highway notices for travelers.

THOROUGH READING: SELECTIONS

Prequiz on Reading Thoroughly

1. What are various patterns of organization which authors use? *(Chronological, cause and effect, opinion and reason, and question and answer)*

2. Why must one understand the meanings of key words in reading a selection thoroughly? *(The reader must get the exact meaning of the material.)*

3. What do the words *but, yet,* and *however* indicate? *(Some ideas are being presented which may change or add to previously stated ideas.)*

4. What procedures would assist the reader in recalling material he has read? *(Outlining, taking notes, or writing directly on the reading material if it belongs to him)*

Additional Skills

In addition to the techniques discussed earlier, other skills that will assist adults in reading articles thoroughly are identification of the author's plan, use of outlining or note-taking, understanding the meanings of significant words, noting the use of punctuation, and watching for clue words and phrases.

Identification of the author's plan. Various patterns of organization used by authors include chronological, comparative, enumerative, cause and effect, development of a concept, opinion and reason, and question and answer. An

understanding of the plan aids the reader to interpret the material more easily.

Use of outlining or note-taking. To receive assistance with recall, the reader might outline, take notes, or write directly on the reading material if it belongs to him. These skills are discussed in connection with study techniques. (See page 58.)

Understanding the meanings of essential words. In trying to comprehend material thoroughly, the reader must already know the meanings of the significant words which it contains, be able to determine their meanings through context or through the use of a dictionary, or be able to use a glossary which accompanies the material.

Examples of significant words in a technical bulletin:

Insert sheets which give new regulations or *destroy* sheets containing those regulations which have been replaced, *general* and *specific* provisions of the contract, through *appropriate* channels, *disposition* concerning reports, *interim* payments, one regulation *supersedes* others, and *compliance* by the contractors.

In referring to the number of copies of report forms which are required, the meanings of such words as original, duplicate, triplicate, and quadruplicate may be determined from the context which explains to whom each copy is to be sent.

In addition the meanings of certain new terms may be understood by reading the explanatory material which is either introduced by "i.e." or is contained within parentheses.

Use of punctuation marks as clues in reading. Since the purpose of punctuation is to make the written expression of thoughts clear, it serves as a great aid to the reader. A brief review of the principal uses of punctuation marks should assist readers to acquire greater understanding of what they read.

Use of clue words and phrases in reading. The reader receives valuable assistance in understanding by being alert to certain words and phrases that can be clues. Some of these words indicate that the thought is being explained further, while others tell him to prepare for an abrupt change in the flow of thought.

The examples below illustrate words that:

- Show relationships in time, space, degree *(in the beginning, soon, first, second, next, meantime, at the same time, further, on the other hand, most of all)*
- Show a continuous flow of thought *(and, furthermore, moreover, also, likewise)*
- Show an abrupt change of thought *(but, yet, nevertheless, however, although, on the contrary)*
- Introduce a summary *(thus, therefore, accordingly, and so, so, consequently)*

- Summarize many ideas or conclude a somewhat lengthy presentation *(as a result, finally, in conclusion)*

READING A TECHNICAL BULLETIN

Reading a technical bulletin is not an easy procedure. Since such material is difficult for many adult students, only those who want to learn the procedure should be encouraged to do so.

Six Steps in Reading a Technical Bulletin

The teacher and those students who are interested follow the procedure together.

[1] Determine the purpose for reading the material.

The reader may want to become fully acquainted with the new regulations which are contained in a bulletin which he uses in his work. In order to accomplish this purpose effectively, he should complete such steps as the following.

[2] Preview to determine the subject and the overall organization of the material.

Note the title to get clues for the subject of the reading material. Notice particularly the headings, usually in boldface or larger type, because they may indicate the major divisions or sections of the presentation.

[3] Read for main ideas and important details.

[4] Read carefully graphic materials.

Regard graphs, tables, and charts as important condensations presented by the author to emphasize or to clarify very important information.

[5] Outline important information.

Include in the outline the major divisions, main ideas, and important details contained in the bulletin. Outline each section after reading it, from memory if possible.

One type of outline is found on page 58. Major divisions are listed first with Roman numerals; main ideas are written next following capital letters and finally important details are written in a column to the right of the main ideas, preceded by arabic numbers. One advantage of this arrangement is that the material's placement in columns is useful in study and recall.

[6] Retain the information.

Review the material soon after first learning it and then go over it from time to time. Try to recall the material which is written on the outline by covering up one column and then the other, trying to recall the covered part.

SAMPLE STUDENT OUTLINE

Apprenticeship Training Regulations
(Effective 9/1/64)

I. Authority
- A. Executive Law concerning all phases of apprenticeship
  - 1. State policy: nondiscrimination
  - 2. Equal opportunity through objective standards which permit review
- B. Labor Law concerning apprenticeship agreements
  - 1. Conform to State policy
  - 2. Industrial Commissioner's authority

II. Purpose
- A. Assure equal opportunity to qualified persons in selection of apprentices and after their selection
  - 1. Nondiscrimination

III. Selection Standards
- A. Application for registration
  - 1. Statement of selection procedure and standards
- B. Acceptable standards for admission
  - 1. Testing by competent authority
  - 2. Tests must be related to general intelligence and job aptitudes
  - 3. Physical requirements related to work can be considered
  - 4. Objective interview procedure
  - 5. Adaptability tests
  - 6. Publication of qualifications

IV. Appointment of Apprentices
- A. Order by merit
  - 1. Notification by mail
  - 2. Appeal procedure
- B. Sponsor keeps records
  - 1. For 2 years or life of list whichever longer

Practice Materials

For practice in reading thoroughly, the student might read reports, bulletins, and magazine articles.

STUDYING A SELECTION

Studying a piece of writing involves a variety of skills and includes many of the techniques already discussed in this chapter. The following account of a crisis in United States history can be used to illustrate various skills that may assist the student to study.

MISSILE CRISIS STIRS UNITED STATES

Khrushchev's aggressive move in Cuba against U.S.

Khrushchev took heart and tried another aggressive move. In July-August 1962, while the United States was trying to tighten her economic blockade of Cuba, some thirty Russian ships, laden with technicians, fighter planes and ballistic missiles, landed their cargoes on Castro's shores. President Kennedy authorized high-level photographic flights to find out what was going on. On 14 October a U-2 plane brought back evidence that new missile sites were being constructed, and photographs made on succeeding days showed that this was being done faster than anything ever before accomplished in Cuba. The photos revealed short-range missiles which could have hit anywhere within an arc from Washington to Panama, and medium-range missiles with a range north to Hudson's Bay and south to Lima. On 18 October, Russian foreign minister Gromyko assured Kennedy that the installations were "purely defensive," but the photographs proved his lie. Kennedy called in his principal[1] military and civilian advisers to discuss the situation. They recommended a tight blockade. On the 22nd the President, after[2] briefing leaders of Congress and calling a[3] meeting of the Organization of American States, presented over television the convincing photographic evidence of the missiles on their recently prepared sites, and announced that this "deliberately provocative and unjustified[4] change in the status quo . . . cannot be accepted by this country." Several days of acute tension followed.

Kennedy's early actions

Preparation for Cuban invasion

[1] Army, navy, and marine corps were mobilized in Florida and several Gulf ports. [2] The Council of the Organization of American States on 23 October approved the blockade unanimously. The United States Navy threw an armed ring about Cuba, air force and carrier-based planes patrolled its shores; 12,000 marines stood ready, the strategic air command had nuclear-armed B-52s in the air ready to bomb, 156 ICBMs were in readiness, as well as Polaris missiles

from submarines. Everything was set for an all-out invasion of Cuba and an equally massive nuclear attack on Russia if Khrushchev chose to make Castro's cause his.

Results

Then Khrushchev crawled. On 26 October he offered to evacuate the missiles if Kennedy would promise not to invade Cuba, and Kennedy accepted. He also turned back Russian ships which were approaching Cuba. The crisis was over. By the clarity and boldness of his policy Kennedy had seized the advantage, but he was careful not to put Khrushchev in a position from which withdrawal would have been impossible. And the risk of millions of American lives was incommensurate with the advantage of ousting a dictator from Cuba. The country breathed a sigh of relief,[1] Russians did remove their missiles, much to Castro's rage and disappointment, and the[2] President reached a peak of popularity at home and abroad.[1]

Five Steps in Studying a Selection

[1] Set up a goal.

The reader should first set up a goal which might be to learn thoroughly both the main ideas and details contained in the selection and be able to remember them.

[2] Preview the selection.

[3] Ask questions.

The reader asks questions about the material and determines the answers. For example, the following questions might be asked in studying this selection.

1. What was Khrushchev's aggressive move?

   Answer: Russia sent trained men, combat planes, and missiles to Cuba.

2. How did President Kennedy determine what was happening in Cuba?

   Answer: Kennedy had planes take photographs.

3. What did these flights reveal?

   Answer: Missile installations were being built with great speed.

---

[1] Samuel Eliot Morison. *The Oxford History of the American People.* New York. Oxford Univ. Press. 1965. pp. 1117-18.

4. What types of missiles were observed and what was the range of each?

Answer: Both short- and medium-range missiles were present. Short-range missiles could reach anything in the area bounded by Washington and Panama; medium-range missiles could hit anything in the area bounded by Hudson's Bay and Lima, Peru.

5. Who was Gromyko?

Answer: The Foreign Minister of Russia

6. What was the lie Gromyko told President Kennedy?

Answer: Missiles would be used solely for defending Cuba.

[4] Write down information.

Outline, make notes, or write capsule summaries as you read. If reading material is owned by the student, he might underline, number, or in other ways signify what he deems important directly on the printed page.

When making notes:

- The reader might write in the margin the four major topics of the reading selection. For example: (1) Khrushchev's aggressive move in Cuba against United States, (2) Kennedy's early actions, (3) preparation for Cuban invasion, and (4) results.

- The reader might determine the most important ideas pertaining to each of the four topics mentioned above. He might underline key words or phrases relating to these ideas and number them in such a manner as indicated in the marked selection on page 59.

Some examples of capsule summaries for main ideas and important details are:

- Russia quickly set up short- and medium-range missiles in Cuba to be used for offensive actions.

- President Kennedy took a number of early steps: received advice from armed services personnel and private citizens, called a meeting of the OAS, made a presentation over TV, and stated that the U. S. would not accept this new development in Cuba.

- On orders of the President, all U. S. armed services were readied for an invasion of Cuba and a nuclear attack on Russia if Khrushchev sided with Castro.

- Khrushchev acceded to the President. The Russians moved missiles and turned back their ships that were nearing Cuba. With the

crisis over, the President's popularity reached its zenith here and in the rest of the world.

[5] Remember what is important.

Recall the major topics by covering up the material in the margins and looking at the selection. Recall the important ideas included under the major topics by covering up the selection and referring to the marginal notes.

Hints to Aid Concentration in Studying

The reader should be sure to:

- Try to complete the entire study of the reading material in a predetermined period of time to insure giving full attention to the material.
- Avoid distractions.
- Pause to rest briefly at logical stopping places if study is prolonged.

SQ3R STUDY TECHNIQUE

A widely used study technique is Francis Robinson's SQ3R, letters which represent survey, question, read, recite, and review. The following is a brief summary of the five steps involved in this technique as drawn from Robinson's book, *Effective Reading*, published by Harper and Brothers.

Step 1. S—Survey to ascertain the main topics which are discussed.
Glance over quickly the section headings in the chapter to spot the main points or topics which will be developed. Read the final summary paragraph of the chapter.

Step 2. Q—Question to whet curiosity, increase comprehension, and to give a purpose for the reading.
Turn each section heading into a question.

Step 3. R—Read actively to seek the required information.
Read the section to find an answer to the question.

Step 4. R—Recite to fix the ideas in memory and to self-test knowledge.
Looking away from the material, give orally a brief answer in your own words to the question after reading each section. Also give an example with each answer. While reciting, jot down on paper cue phrases in outline form. Repeat steps 2, 3, and 4 for each section heading until the chapter or the lesson is completed.

Step 5. R—Review to see the organization of the material as a whole and to remember the main points and the subpoints.
After completing the reading, read your brief notes to

get an overall view of the main points and their relationship. Cover up the notes and recall the main points. Then expose each main point and recall the subpoints listed under it.

APPLYING TECHNIQUES TO THE READING OF LOCAL NEWSPAPERS

Prequiz on Newspaper-Reading Technique

1. What is your first step in reading the newspaper? *(Read the headlines on the first page to keep up with the most important news.)*

2. How much of the first page should you read? *(Read at least the headlines and the first paragraphs of news stories.)*

3. Why is it important to read more than the headlines? *(Headlines cannot give the full account.)*

Two Steps in Reading a Local Newspaper

[1] Begin with a quick survey.

- Read every headline on Page One to get an idea of the major happenings of the day.

- Beginning with Page Two, glance at the headlines and examine the pictures and their captions for every news page.

[2] Follow with a more detailed reading.

- Read every Page One story, at least to the end of the first paragraph, which contains the main idea of the whole article.

- Read items of special personal interest: sports news, society news, editorials, feature articles, and movie news.

- If time permits, begin with Page Two and go through the paper page by page, reading major stories and some of lesser importance. The selection of what to read will be guided by what was noted in the preliminary survey.

Important Do's

Read more than headlines. The headlines do not adequately tell what is contained in the articles.

Read more than the front page.

News stories that might normally qualify as front-page news are often placed on inside pages because of limited space.

Inside-page news stories may become front-page stories in time. If the reader has missed the early development of an item, he may not have sufficient background to understand the item when it becomes Page One news.

Some news item that is of unique significance to the reader may appear on another page. Such items may never be rated front-page material so far as the general reading public is concerned.

REVIEW: FOUR TECHNIQUES OF READING, UTILIZING NEWSPAPERS

Preview

- Read news index for general content of newspaper.
- Preview news article which is accompanied by a photograph or map.

Scan

- Locate time of specific TV or radio program.
- Locate specific section or page for an article, using news index.
- Locate closing price of a specific stock in the financial pages.
- Locate lowest temperature predicted for that day in the weather report.

Skim

- Skim using key words exclusively to gain the meaning of a news article.
- Skim to locate the details.
- Skim headlines and first paragraphs to acquire the main ideas of news stories.
- Skim newspaper to see which items you want to read more thoroughly.

Read Thoroughly

- Read recipes or do-it-yourself home projects to follow directions.
- Read book, play, or movie reviews.
- Read and evaluate advertisements whose main purpose is to sell products.

SUMMARY CHART OF READING TECHNIQUES

PURPOSES	*KINDS OF READING MATERIALS*	*READING TECHNIQUES*
To gain a general idea of the contents	Textbook, reference, and other nonfiction materials and magazine and newspaper articles	Previewing
To locate specific information	Textbook and reference materials	Scanning
To accumulate the key ideas and supporting details	Textbook material and magazine and newspaper articles	Skimming
To follow printed directions	Recipes and labels on medicine containers	Thorough reading
To understand a difficult reading selection	Reports, bulletins, magazine articles	Thorough reading
To study	Textbook and encyclopedic materials, newspaper and magazine articles, editorials, and advertisements	Studying

6

LANGUAGE AND THE DEVELOPMENT OF VOCABULARY

LANGUAGE

Suggested Procedure to Present Some Ccncepts about Language Development

- Present some aspects of the history and development of our native language in order to arouse in students an interest in words and to motivate them to extend and enrich their vocabularies. Emphasize the changing nature of English through its three major periods—Old, Middle, and Modern English, contrasting the differences by giving such examples as the following:

  Old English—*Beowulf*

  > Com on wanre niht scriðan sceadugenga
  >
  > Striding through the wan night, the Shadow Stalker

  Middle English—Chaucer

  > Whan that Aprille with his shoures soote
  >
  > The droghte of Marche hath perced to the roote

  Modern English of the quotation from Chaucer

  > When April with its sweet showers has thoroughly overcome the March droughts

  Point out the differences in spelling as well as in word order, including the changed position of the adjective "sweet" in the modern version.

- Present some ideas concerning the ways in which historical change has affected the vocabulary of our language. Indicate the influence of Latin during and following the Roman occupation of Britain and of the French after the Norman conquest in 1066 at the Battle of Hastings. Discuss the lesser contributions of other western European languages. Encourage students to look in an unabridged dictionary for the derivations of such words as chauffeur, fable, pizza, stock, and smorgasbord.

- Bring this discussion of language change up to date by emphasizing the part which "slang" words play in the oral language in every-day use. Point out the fact that some slang words of some years ago are part of the standard idiom of today. Examples include *flapper* and *boondoggle*. This is further proof of the changing nature of the English language. Elicit from the students their own examples of slang which would serve to emphasize the vital role which this phenomenon has played in the development of language. Examples include *to cool it, to dig it, camp,* and *hippie*. Encourage them to bring to class from such sources as newspapers, periodicals, and TV and radio broadcasts examples of what they consider colorful language and unusual expressions. One example would be the expression *a fat cat*. State that various groups in our society have developed vocabularies peculiar to their needs: teen-agers, beatniks, the sport world, and jazz musicians.

- Summarize the presentation and discussion by reviewing the following concepts:

    - An awareness of the changing nature of language
    - The concept of language as a living, growing phenomenon
    - An understanding of the way in which historical change affects language
    - An interest in observing the changes which are taking place in our language at the present time
    - The desire to be an active participant in this vital and fascinating aspect of our culture

THE DEVELOPMENT OF VOCABULARY

Roots and Affixes

The best way for students to extend their vocabulary is to read widely. It might be helpful to devote 15 to 20 minutes during each class session to vocabulary development. Using a chart of common roots and affixes, such as *The Fourteen Words* on pages 70-71, the teacher might do the following:

Present several words derived from one root in rather simple sentences. These should not be used with affixes. Then have students explain the meanings of the words in context based on the common meaning of the Latin root, *capere*—to take, seize.

- We *captured* butterflies with a large net.
- The soldiers brought back fifty *captives*.
- Some animals are unable to live in *captivity*.

- The small children were *captivated* by the story.

- She read the *caption* under the picture.

Present several words derived from another root. These words might be used with common prefixes. Then have students explain the meanings of the words in context based on root and prefix meanings. Prefixes and their meanings are *de-* (about, from); *in-* (on); *pre-* (before) and *trans-* (over, across). The Latin root is *scribere*—to write (tell).

- He *described* the parade.

- The wrist watch was *inscribed* with his name and the date he received it as a gift.

- The physician gave his patient a *prescription.*

- The proceedings at the trial were *transcribed* from the stenographer's shorthand notes.

Present several words derived from another Latin root, *tenere*—to hold, have. These words might be used with common suffixes. Then have students explain the meanings of the words in context based on root and suffix meanings. The suffixes and their meanings are—*able* (fit for or worthy of); —*ure* (act, process) and —*ant* (one that performs a specified action).

- He had a *tenable* viewpoint.

- The teacher received *tenure.*

- He was a *tenant* in the apartment house.

Present in sentences several words already studied. Have students replace these words in the sentences with their synonyms.

- The small children were *captivated* by the story.

- The soldiers brought back fifty *captives.*

- He *described* the parade.

- The physician gave his patient a *prescription.*

Words	*Synonyms* (Words meaning the same)
captivated	fascinated
captives	prisoners
described	told about
prescription	a written direction for the preparation and use of a medicine

THE FOURTEEN WORDS[1]

Keys to the Meanings of over 14,000 Words

DERIVATIONS

	Words	*Prefix*	*Common Meaning*	*Root*	*Common Meaning*
1.	Precept	pre-	(before)	capere	(take, seize)
2.	Detain	de-	(away, from)	tenere	(hold, have)
3.	Intermittent	inter-	(between)	mittere	(send)
4.	Offer	ob-	(against)	ferre	(bear, carry)
5.	Insist	in-	(into)	stare	(stand)
6.	Monograph	mono-	(alone, one)	graphein	(write)
7.	Epilogue	epi-	(upon)	legein	(say, study of)
8.	Aspect	ad-	(to, towards)	specere	(see)
9.	Uncomplicated	un- com-	(not) (together with)	plicare	(fold)
10.	Nonextended	non- ex-	(not) (out of)	tendere	(stretch)
11.	Reproduction	re- pro-	(back, again) (forward)	ducere	(lead)
12.	Indisposed	in- dis-	(not) (apart from)	ponere	(put, place)
13.	Oversufficient	over- sub-	(above) (under)	facere	(make, do)
14.	Mistranscribe	mis- trans-	(wrong) (across, beyond)	scribere	(write)

[1]James Brown. *Efficient Reading*. Revised ed. Boston. D. C. Heath. 1962. p. 121.

SUFFIXES ARE ADDED

	Words	*Suffix*	*Common Meaning*
1.	Preceptor (1)[a]	-or	(person who, thing which)
2.	Detention (2)	-ion	(condition or state)
3.	Contentment (2)	-ment	(state or condition of)
4.	Tenure (2)	-ure	(act, process)
5.	Tenable (2)	-able	(suitable for or capable of)
6.	Tenant (2)	-ant	(one who, quality of)
7.	Superintendent (2)	-ent	(one who performs the stated action)
8.	Producer (11)	-er	(a person occupationally connected with)
9.	Disposition (12)	-ion	(condition or state)

[a]Numbers correspond to numbers for the root in the list of the fourteen words.

Present words in sentences and have students state the antonyms for these words.

- The mystery had a *complicated* plot.
- For more pay and fewer hours of work he was *disposed* to take the new job.
- The money was *sufficient* to last for two weeks.
- The actor delivered the *epilogue* in a merry tone.

Words	*Antonyms* (Words meaning the opposite)
complicated	uncomplicated, simple
disposed	unwilling
sufficient	insufficient, inadequate
epilogue	prologue

Multiple Meanings of Words

Even mature readers are not always aware that most individual words have a number of different meanings. Therefore, the teacher might present in sentences several words to show how the same word has a number of different meanings depending upon how it is used.

Word: *aspect*

- Holmes explained various *aspects* of the plan. (sides, parts or views [of a thing])
- She liked the *aspect* of the countryside. (look, appearance)
- The prisoner noted the solemn *aspect* of the judge. (countenance, expression)
- This house has a western *aspect*. (direction anything faces, exposure)

Word Origins and Derivations

The teacher may find useful such activities as the following during several sessions on vocabulary development.

Give the students the interesting histories (origins) of such words as the following: *abet*, to sic a dog on another animal; *ambition*, a going about for votes; *assassin*, a drinker of hashish; *belfry*, a siege tower; *bonfire*, a fire of bones; *broker*, a retailer of wine; *candidate*, one clothed in white; *chapel*, St. Martin's cloak; *congregation*, a flock; *curfew*, cover the fire for the night; *neighbor*, a nearby farmer; *tantalize*, to torment with the punishment of Tantalus; *taxicab*, from cabriolet, a carriage that bounced like a goat.

Present such common musical terms which are borrowed from the Italian language as the following: *adagio,* slowly; *allegro,* lively; *allegretto,* merry, sprightly; *andante,* slow; *largo,* slow and dignified, stately and *vivace,* in a brisk manner.

Give the students such words which are borrowed from the French language as the following: *rococo, ravine, chassis, serge, envoy, naive, ballet, rendezvous, vogue,* and *facade.*

Give such a quiz as *What's Your Food IQ?* to assist students with learning the meanings of common terms dealing with food(see page 74).

Commonly Confused Words

The teacher might present a list of paired words which are frequently confused with each other such as the following:

averse—disliking	adverse—opposed
ban—prohibit	bane—woe
credible—believable	creditable—deserving of praise
divers—several	diverse—varied
ingenious—skillful	ingenuous—frank, naive
personal—private	personable—attractive
prodigal—wastefully lavish	prodigious—extraordinarily large
regal—royal	regale—entertain lavishly
urban—pertaining to the city	urbane—polished, suave
venal—corrupt, mercenary	venial—pardonable

The students write sentences in which they use these words to clarify distinctions in meaning.

Unusually Interesting Words

Have students select such unusual words from their reading as the following: *chameleon,* a fickle or changeable person; *aligned,* sided for or against a cause; *alfresco,* in the open air, outdoors; *pate,* top of the head, head, brains; *soporific,* causing sleep, sleepy, drowsy; *sybaritic,* luxurious; *ebulliently,* enthusiastically. Have students discuss the meanings of the words and use them in sentences.

This is a quiz on some common expressions or words dealing with food.

What's Your Food IQ?

Do you know the meaning of the following terms? While interpretations and recipes vary to some degree, the correct choices here are the basic definitions according to accepted dictionaries of food terms.

To test yourself, circle the letter before the correct definition of each term, and then check your answers. Your score: 9 or 10 correct, you're an authority; with 6 or 8 correct, you're above average. If you get 5 or less correct, keep trying.

(1) **Chicory** — *(a)* A salad or vegetable green *(b)* Type of endive *(c)* Chicken broth

(2) **Black Pudding** — *(a)* Dessert using raisins *(b)* Sausage made with pig's blood *(c)* Christmas pudding

(3) **Wiener Schnitzel** — *(a)* Viennese pastry with almond flavoring *(b)* Kind of wine *(c)* Fried breaded veal garnished with anchovies

(4) **Mace** — *(a)* Edible covering of nutmeg *(b)* Utensil for tenderizing meat *(c)* Cake made with corn meal

(5) **Souffle** — *(a)* Dish made with egg whites *(b)* Type of soda water *(c)* Method for making pastry

(6) **Arrowroot** — *(a)* Flavoring for cookies *(b)* Starch used for thickening *(c)* Kind of yam

(7) **Thermidor** — *(a)* Hot, peppery stew *(b)* Fish baked in casserole *(c)* Creamed seafood sauce

(8) **Petit Fours** — *(a)* Small sectioned bread rolls *(b)* Small cakes *(c)* Type of pea

(9) **Ambrosia** — *(a)* Food of the gods *(b)* Kind of sweet wine *(c)* Dessert with orange, banana and coconut

(10) **Canneloni** — *(a)* Pasta stuffed with meat *(b)* Italian barley soup *(c)* Type of sausage

Answers to Food Quiz

(1) *a* & *b*	(6) *b*
(2) *b*	(7) *c*
(3) *c*	(8) *b*
(4) *a*	(9) *a* & *c*
(5) *a*	(10) *a*

Contextual Clues

Frequently the meanings of rather difficult or unfamiliar words are clarified if the reader can locate and use related words or expressions known as context clues. Such clues include synonyms, antonyms, explanations, literal sense meanings, descriptions, and summaries. After the student has obtained the accurate or approximate meaning of a word in context through using these clues, he might consult the dictionary to make sure he knows the precise meaning of the word in the context. Dictionaries should be available for this purpose.

The teacher might discuss with students specific kinds of context clues, using such examples taken from recent books as those presented below. The words in boxes on the worksheet are the ones whose meanings are to be determined from context clues. As students identify the context clues, they underline them and discuss their reasons for selecting these words. Then they write on the worksheet the definitions of the boxed words, using the clues and the dictionary if necessary. The teacher might give the students copies of such a worksheet as the following. The answer key is found on page 78.

SUGGESTED WORKSHEET

Kinds of Context Clues

- Synonyms: words having a meaning that is the same

1. He had called upon our neighbors to join us in 'this great ten-year plan for the Americas, a plan to transform the 1960's into a historic [decade] of democratic progress.'[1]

   Definition: decade =

2. I realized his weariness, his [lassitude], but it was almost impossible not to catch the contagion of the gaiety of the crowd.[2]

   Definition: lassitude =

- Antonyms: words that mean the opposite

3. The best way for the [passive] man to overtake his more active brothers is to write them up.[3]

   Definition: passive, the opposite of _____, =

---

[1] de Lesseps Morrison. *Latin American Mission.* New York. Simon and Schuster. 1965.

[2] *Ibid*

[3] Louis Auchincloss. *The Rector of Justin.* Boston. Houghton Miffin Co. 1964.

4. Charley and I sat on his terrace till early morning, talking about what was real and what was sham.[1]

Definition: *sham*, the opposite of _____, =

- Explanation: that which tells the meaning

5. En route to Montevideo to board Air Force One, waiting to fly us back to Washington, I spoke to Emilio Oribe, Uruguay's chargé d'affaires in Havana, and one of the best informed diplomats on developments in the Cuban capital.[2]

Definition: a chargé d'affaires =

6. Behind him now, the door opened and a corpulent German sergeant, rolls of sweating fat spilling over his collar, beckoned to him.[3]

Definition: corpulent =

7. Nevertheless rumours began to circulate that the Queen thought the Prince of Wales stupid: 'the hereditary and unfailing antipathy of our Sovereigns to their Heirs Apparent,' wrote Greville in his diary, 'seems thus early to be taking root, and the Q. does not much like the child.'[4]

Definition: antipathy =

- Literal sense meaning: specific meaning of words which have the same spelling is determined by their use in the sentence

8. Now Paris was in arms, and, under the protective mantle of his last hour of darkness, Adolf von Carlowitz was going home to Germany.[5]

Literal sense meaning: mantle =

---

[1] *Ibid.*

[2] de Lesseps Morrison. *Latin American Mission.* New York. Simon and Schuster. 1965.

[3] Larry Collins and Dominique Lapierre. *Is Paris Burning?* New York. Simon and Schuster. 1965.

[4] Elizabeth Langford. *Queen Victoria: Born to Succeed.* New York. Harper and Row. 1964.

[5] Larry Collins and Dominique Lapierre. *Is Paris Burning?* New York. Simon and Schuster. 1965.

9. The high pitched ring of the green scrambler telephone galvanized the men in the operations room of the Carpetbagger Squadron.[1]

Literal sense meaning: ring =

- Description: a word picture

10. A cacophony of sounds ring out from the gallery—the gibberish of pet monkeys, the shrilling of parrots, cries of caged hoolas, and shouts of children.[2]

Meaning from description: cacophony =

Dictionary definition: cacophony =

- Summary: a restatement

11. Her concept of drama and of the function of theater has always been, in fact, essentially Greek: entertain, delight through the play may and must, it must also, if it is to have any value, be good for the soul, and must move, purge and elevate the spirit. For the spectator who fully participates, her plays are ritualistic experiences.[3]

Meaning: concept of drama and of the function of theater as essentially Greek =

---

[1] *Ibid.*

[2] Alice Ford. *John James Audubon.* Norman, Oklahoma. University of Oklahoma Press. 1964.

[3] Leroy Leatherman. *Martha Graham: Portrait of the Lady as an Artist.* New York. Alfred Knopf. 1966.

ANSWER KEY FOR WORKSHEET

Boxed words	*Underlined words*	*Meanings*
1. decade	ten-year	a period of ten years
2. lassitude	weariness	weariness
3. passive	active	not active
4. sham	real	pretense, fraud, imitation, counterfeit
5. a charge d'affaires	one of best informed diplomats	a diplomatic representative, a temporary substitute for an ambassador
6. corpulent	rolls of sweating fat	very fat, stout
7. antipathy	does not much like	strong dislike, a feeling against
8. mantle	under the protective	covering
9. ring	telephone	ringing sound that a telephone makes
10. cacophony	of sounds...shouts of children	harsh or discordant sound, dissonance as opposed to euphony
11. concept of drama and of the function of theater, essentially Greek	entertain, delight, be good for the soul, ritualistic experiences	Greek tragedy was religious in nature; in addition there were songs and dances.

FORM AND FUNCTION OF A DICTIONARY

For this presentation on the dictionary, the teacher might want to have a set of a standard dictionary suitable for adult use.

Objectives of Presentation

- To encourage students to use a dictionary in order to enlarge their vocabularies and as a source of much useful information about words
- To teach students the distinguishing features of an outstanding dictionary

The Five Basic Uses of a Dictionary

[1] Locating meanings of unfamiliar words and unfamiliar meanings of known words

- Look for the word by the alphabetical order of the letters.
- Use guide words at the top of each page to speed the search. (These are the first and last words that appear on the page.)
- Read all the meanings and pick the one that best satisfies the context. (Definitions are usually given in the order of their most common usage.)

[2] Pronouncing unfamiliar words

- Use pronunciation key for the sounds.
- Understand common vowel symbols, including long and short vowels and the schwa sound.
- Note syllabic division and accented syllables.

[3] Finding word origins (etymologies)

- Roots or stems of interesting or difficult words are often worth noting. (Most dictionaries provide detailed guides on how to make use of the information included about word origins. To locate this guide, consult the dictionary's table of contents.)

[4] Finding synonyms and antonyms (These follow definitions.)

[5] Securing aid in spelling and writing

- Division of words at the end of a line of type or writing is based upon word structure and is very often different from the division used in pronouncing the word.

Additional Dictionary Aids

Use the dictionary's table of contents to locate the following information:

- Meanings of foreign words and phrases and of common abbreviations
- Pronouncing gazetteer (geographical place names)
- Statistical tables; weights and measures
- List of illustrations
- Common English names and their origins
- Biographical names
- List of colleges and universities, giving their location and enrollment

7

COMPREHENSION

LEVELS OF COMPREHENSION

The three main levels of comprehension, in order of increasing difficulty, are literal comprehension, interpretation, and critical reading. Descriptions of these types of comprehension are presented in this chapter, followed by reading selections and suggested questions that teachers might use to test the students' degree of comprehension.

Literal Comprehension

Literal comprehension involves the understanding of simply expressed statements without need for interpretation or critical evaluation.

The following items are included in literal comprehension:

- Understanding directly stated facts or ideas
- Following a sequence of facts or events
- Identifying referents
- Associating quotation with the speaker
- Identifying the character spoken to
- Understanding punctuation
- Understanding the meanings of words in various contexts
- Understanding unusual word order

Interpretation

Interpretation, the next step beyond literal comprehension, refers to meanings which are implied in the writing and which must be inferred by the reader. Here, answers to the questions raised by the teacher about the reading material are not clearly correct or incorrect. Several answers may be equally satisfactory, while some answers may be superior to others. Extended discussion and clarification may be required before the most satisfactory answers are arrived at.

The following items are included in interpretation:

- Selecting or formulating the main ideas
- Comprehending supporting details
- Understanding comparisons and contrasts
- Recognizing cause-effect relationships
- Interpreting inferences and implications
- Differentiating between observations and inferences
- Understanding why certain material is presented in the article
- Drawing conclusions
- Anticipating forthcoming events
- Predicting outcomes
- Identifying assumptions
- Identifying the climax of the selection
- Analyzing the author's conclusions

Critical Reading

Many readers believe everything that they see in print. They do not question whether statements are valid or not. They do not read critically. Critical reading is the highest stage of development in the skills for effective comprehension. Students who have learned to read effectively and who read widely are ready to read critically.

The objectives in critical reading are to make the student aware of the necessity of evaluating the accuracy of what he reads and to suggest procedures that will aid him to make critical evaluations. Duplicated or printed copies of writings that particularly lend themselves to critical analysis might be distributed to students for use in class discussion. In such discussions, students can weigh, judge, and evaluate the evidence and ideas presented in the material in the light of their experiences and views.

Included among the items at this level of comprehension are the following:

- Identifying the author's purpose, mood,and intent
- Determining accuracy, relevancy, validity, authenticity, and reliability
- Identifying the author's position on the topic discussed

- Identifying the author's principal audience
- Identifying the author's pattern of organization
- Evaluating the author's attitudes
- Evaluating the author's definitions
- Analyzing ideas and arguments
- Weighing a variety of reasons in order to select the most important one
- Distinguishing facts from opinions
- Recognizing propaganda, bias, and prejudice
- Recognizing emotionally-charged words
- Recognizing unsubstantiated claims
- Recognizing different points of view

SUGGESTED ACTIVITIES

Literal Comprehension—Selection

Switzerland is comprised of four clearly distinct regions, each with its own language and cultural backgrounds. The predominant region is the German-speaking one, which is also the most prosperous and the site of nearly all Switzerland's heavy industry, banking, and head offices. Its cities include Zürich, with a clean and dignified demeanor befitting its burgher citizens, and Lucerne, another lakeside city but one of incomparable charm. On the border of the region is Berne, the capital and, as the Swiss will have it, the most unspoiled medieval city left in Europe.[1]

Items	*Questions*	*Answers*
Stated fact	Into how many regions is Switzerland divided?	Four
Stated fact	What language is spoken in the predominant region?	German
Understanding punctuation	Which region is the site of nearly all Switzerland's heavy industry?	The German-speaking one
Understanding punctuation	What is the capital of Switzerland?	Berne
Sequence of facts	Which city is described first?	Zürich

[1] *The Student Guide to Europe*. Harvard Student Agencies. 1966. p. 273.

Interpretation and Critical Reading—Selection

In connection with exercises dealing with the interpretive and the critical reading levels dealing with the following editorial, the teacher might ask the students to explain orally how they determined their answers to the questions.

U THANT[1]

Representatives of many sovereigns have called on him and sought to persuade him to continue to serve. Heads of the world's religions have tried devoutly to move him. Philosophers and poets and artists of the earth have sent messages.

He is one of a small handful of men who occupy a new station in human history. Their job is to prevent nations from coming into violent collision. It is an extraordinarily difficult undertaking, for no creature on earth possesses greater stubbornness and falser notions of what constitutes reason and justice than the absolute sovereign state.

U Thant has said he would like to retire from his post. But many of the same nations that have made it impossible for him to do his job well are now imploring him to continue. A grotesque double standard, in fact, exists in the attitude of some of the nations that constitute the U.N. The moment representatives of these nations walk through the doors of the U.N., they abruptly reverse the principle which alone makes it possible for their own national governments to function. What is absolutely indispensable in the operation of their governments are adequate authority and the assured means of support. They know the alternative is anarchy. Yet they themselves represent the prime elements of anarchy on the world level. They reject totally the concept of compulsory taxation in the world community, though they would not countenance a situation in their own communities in which individual citizens remained the judges of whether or not they should pay and how much. Nor would they permit their citizens to set aside the peace-keeping functions of their governments, yet they constantly block effective peace-keeping machinery on the world level.

It is unreasonable to expect any man of purpose, intelligence, and understanding to accept a responsibility without the means of discharging it. When U Thant says that the United Nations cannot carry out its basic purposes without authority or revenue, he is not dictating the conditions for his own continuation as Secretary General. He is calling attention to the basic principles of survival for the organization itself. Whether he or another man occupies the office, the principles remain the same. And if the principles are not respected, neither he nor anyone else will be able to save the U.N. The issue as he sees it, therefore, is not how long he remains, but how soon the United Nations can be made to take its underlying problems seriously.

Only recently, he has traveled to the capitals of certain nations and talked to the heads of governments in an attempt to win their adherence to a policy

---

[1]Norman Cousins, "U Thant," *Saturday Review*, October 1, 1966, p. 32.

of adequate moral and financial support for the peace-keeping functions of the U.N. He has been unsuccessful. Some of these same nations are now imploring him to stay in office.

He feels profoundly the impotence of the U.N. in the Vietnam war. Even more deeply is he dismayed by the gap between the proclaimed willingness of nations to negotiate and their refusal to do so when confronted by opportunities to engage in exploratory talks for which he himself helped to set the stage.

He is not embittered. Despite all reversals and difficulties, he retains a rocklike belief in the future of the United Nations. He knows there is nothing else on which the future of the human community can be built—nothing else that gives greater promise of protecting human beings from the holocaust-producing weapons now in the hands of an increasing number of national sovereignties. He is a man of limitless good faith and good will. He has incredible qualities of patience and personal serenity. He comes from the East but he is equally at home in the West.

He has extraordinary intellectual and spiritual endowments but they are not infinite. He has known—increasingly often in recent years—the terrors of fatigue. His formal working day begins early in the morning and continues to nine at night. Even then, the telephone and the work pursue him at home. Saturdays are full working days. On Sundays, the locale but not the intensity of the work changes. He is a man who loves the life of the mind but in the past nine years he has found the time to read fewer than a dozen books. On two or three occasions during those nine years, Adlai Stevenson almost bodily lifted him out of his office to take him to a movie or to the theater.

Not all of the problems of his job are the historic ones. He is expected to endure an incalculable amount of pettiness. Not long ago, he was asked by a delegate for an appointment, and he promptly fixed a date. On the day of the appointment, he was virtually anchored to the chamber of the Security Council. He sent a message to the delegate, suggesting that they meet in a room adjacent to the Security Council chamber. Later, the delegate complained bitterly that it was only because he represented a small nation that the Secretary General did not see him in his office.

Apart from all problems, puny or prodigious, there is the yearning to return home. Family life in Burma is close-knit. He would like to spend time with his mother. She is eighty-three.

The most powerful arguments for him to remain at his post have come not from officialdom but from everyday people all over the world. The letters have arrived by the hundreds from people who understand his ordeal, yet who beg him to stay on. He now knows he has a constituency of common folk; they have made him a custodian of their hopes. If he finally decides to stay, it will be not just because a way has been found to enable him to perform more fully and effectively the duties of his office, but because of the manifest public support that might enable the U.N. to become what it has to be.

Interpretation (Using the editorial about U Thant)

Items	*Questions*	*Possible Answers*
1. Selecting the main ideas	What is the main idea of the fifth paragraph?	U Thant has been unable to convince in face to face contact the heads of certain governments to give the necessary support to the U. N.
2. Selecting the main ideas	What is the main idea of the seventh paragraph?	Despite many problems, U Thant has great faith in the U. N.'s future.
3. Predicting outcomes	Do you think that U Thant will continue as Secretary General? Why?	Yes, he will probably continue because of his great commitment to the work of the U. N. and because he hopes to resolve its principal problems—the double standard regarding authority and revenue.
4. Understanding contrasts	Why does the author contrast the attitudes of certain U. N. nations regarding authority and revenue in the U. N. and in their own countries?	The author wants his readers to understand that these countries have one standard in regard to authority and revenue in their own countries but a completely opposite standard in regard to these matters at the U. N.

Critical Reading (Using the editorial about U Thant)

Items	*Questions*	*Possible Answers*
1. Identifying the author's purpose	Why did Norman Cousins write this editorial?	He wanted to show the devoted job that U Thant has done at the U. N. and to point out some of the difficulties that several member nations put in the way of the U. N.'s doing its job.
2. Weighing various reasons to select the most important one	If U Thant resigns, what will probably be his main reason for doing so?	His main reason will probably be that the actions of certain countries prevent the U. N. from performing its most effective work, its peace-keeping function.

3.	Analyzing ideas	Why is U Thant's faith in the work of the U. N. so strong?	Because he feels that it is man's only hope for world peace in a world where nations are increasingly arming themselves with earth-destroying weapons.
4.	Identifying the writer's principal audience	To whom is the writer directing his editorial?	To the people throughout the world who will voice their faith in the U. N. and to the nations in the world organization who could solve the U. N.'s principal difficulty regarding authority and revenue.
5.	Evaluating the author's attitude	What is the author's attitude toward U Thant as the head of the U. N.?	Extremely favorable.

8

SUPPLEMENTARY CLASSROOM ACTIVITIES

This chapter contains activities relating to newspapers, magazines, and the efficient use of the library. It also discusses the selection and use of consultants. The teacher might work these activities into the course at whatever point seems most appropriate. The teacher will be the best judge of when, and if, to utilize them. For example, the teacher might learn, from students' responses to the questionnaire on reading newspapers (see page 90), that they were not skilled in getting the most out of their newspaper reading. In such a case, the teacher would give appropriate instruction.

GETTING BETTER ACQUAINTED WITH NEWSPAPERS

To ascertain students' skills in reading newspapers, the teacher might pass out a questionnaire similar to that shown on page 90.

Adults might be interested in learning more about their local newspapers—names of types and parts of stories as well as the placement of news and features.

Types of Newspaper Stories

News articles give factual accounts of recent events. A *feature story* is a special type of article in that it does not deal with recent news directly. It is concerned with a topic of special appeal, often supplementary to some news item. An *editorial* expresses the opinion of the newspaper concerning a current problem or issue. A regular signed *column* is one that appears at definite times and is written by the same writer. This column may comment on sports, movie stars, government, financial matters, or other topics of general interest.

Parts of Newspaper Stories

The *headline*, printed at the top of a newspaper story, sums up the story or gives the main idea. It is designed to capture the reader's attention. A *byline* is a line at the beginning of some articles giving the name of the writer, columnist, or critic. It can be useful in the evaluation of the article. The *lead* is the opening sentences or paragraph of a news story. It is a summary statement of the article. A *photograph* shows an event, situation, or a person's appearance. The *caption* is the explanatory statement that accompanies an illustration or photograph.

SAMPLE QUESTIONNAIRE FOR DETERMINING FAMILIARITY WITH NEWSPAPERS

QUESTIONNAIRE FOR DETERMINING FAMILIARITY WITH NEWSPAPERS

Name_____ Date_____

1. What newspapers do you read regularly?

   (Responses will vary.)

2. What is a source of quick reference as to what is contained in newspapers, and state where this source is located?

   (An index given on the front page)

3. What were the topics of the lead stories that appeared in yesterday's or today's papers?

   (Responses will vary.)

4. What activities are usually described in the first section of newspapers?

   (International, national, state, and local news; weather forecast and map; editorials; theatre and movie performances and television listings)

5. What activities are usually described in the second section of newspapers?

   (Sports, financial, and society news)

6. Name several critics, feature writers, and columnists you read.

   (Responses will vary.)

7. What do you like particularly about the papers you read?

   (Responses will vary.)

Placement of Material in Local Newspapers

The following sections will normally be found in most local newspapers. Papers maintain more or less the same layout, and the reader will soon learn where to find certain sections in newspapers. Since variations of this pattern exist, however, the student could compare the following listing with that in his local newspaper.

First Section	*Second Section*
International, national, state, and local news stories	Food articles
Weather report and map	Home and family life articles
Editorials	Society news
Theatre and movie performances	Sports news
Television program listings	Financial news
	Comics
	Classified advertisements

GETTING BETTER ACQUAINTED WITH MAGAZINES

Encourage students to bring their magazines to class. Discuss the categories of these magazines: news, politics and world affairs, women's, literary and cultural, general interest, sports, scientific, business and industry, trade, and professional. Have students preview these magazines to ascertain their general plan of organization.

Format of Various Categories of Magazines

The following descriptions give an overall idea of the contents of several categories.

[1] News magazines

Frequency of publication: usually weekly

Emphasis: news—national and international affairs of the past week as well as accounts of current happenings in many aspects of modern life, including the arts

Regular departments: letters from readers, predictions concerning news events, people in the news, summaries of significant news events, developments in the field of business, provocative columns signed by experts

Guide for locating articles: a detailed table of contents or an index listing sections

Illustrative materials: photographs, maps, graphs, charts, and cartoons

[2] Women's magazines

Frequency of publication: usually monthly

Emphasis: home improvement ideas for the homemaker, including decorating, health, safety, food, fashions, patterns for making clothes, appliances

Regular departments: letters from readers, reports on movies, light verse, advice column, short stories and new novels

Special features: in depth articles on such a topic as reducing diets for the whole family, with menus and recipes

Guide for locating articles: useful table of contents and an index for young wives

Illustrative materials: photographs, cartoons, drawings

Advertisements: contain recipes and other food suggestions, suggest products for cleaning the house, and inform about carpet materials

[3] Literary and cultural magazines

Frequency of publication: weekly or monthly

Emphasis: on ideas about cultural and educational matters, and on fiction and verse

Regular features: articles on national personages and events, books and authors; reports from various parts of the world; reviews of books, records, music,and play performances; editorials; letters to the editor; checklist of new books

Occasional features: sections with articles on education, communication, science, and travel

Guide for locating articles: a table of contents divided into sections

Illustrative materials: photographs, cartoons, and drawings

Advertisements: accent European travel and automobiles as well as classified advertisements

[4] General interest magazines

Frequency of publication: monthly or weekly

Emphasis: variety of materials of interest to adults

Regular features: letters from readers; editorials; fiction, including presentations of best-sellers in installments; articles on national politics, crime, medical matters

Guide for locating information: detailed table of contents, with material divided into sections

Illustrative materials: photographs, some in color; cartoons

Advertisements: products for sale—automobiles, food, appliances, cigarettes

[5] Sports magazines

Frequency of publication: usually monthly

Emphasis: on specific sports such as fishing, hunting, camping, boating, skiing, surfing, swimming, soaring, tennis, golf, mountain climbing, boxing, and wrestling

Regular departments: sections on various aspects of the sport, sports results, calendar of major events, reviews of books on sports, tips from the experts

Special features: articles dealing with the sport, including first-hand experiences and the setting up of sports programs

Guide for locating materials: a table of contents, divided into features, departments, and special reports

Illustrative materials: photographs, charts, maps, and drawings

Advertisements: products dealing with the sport

[6] Magazines about business and industry

Frequency of publication: monthly

Emphasis: on timely matters pertaining to business and industry

Regular departments: defense, finance, government, labor, management, marketing, research, and transportation

Special features: articles about the stock market and current legislation

Guide for locating information: detailed index of articles as well as an index of advertisers

Illustrative materials: photographs, maps, graphs, and tables

Advertisements: industrial companies and their products

SAMPLE QUESTIONNAIRE FOR DETERMINING FAMILIARITY WITH LIBRARY SERVICES

QUESTIONNAIRE FOR DETERMINING FAMILIARITY WITH LIBRARY SERVICES

Name_____ Date_____

Indicate the sources as answers to questions 1—5.

1. What do you consult to locate a copy of a biography?

   (The card catalog)

2. What do you consult to locate magazine articles about Picasso?

   (Readers' Guide to Periodical Literature)

3. Name one source for statistical information about the production of television sets in the United States.

   (The World Almanac, Statistical Abstract of the United States)

4. Name one source you would consult for biographical information about John Steinbeck.

   (Dictionary of American Biography, Who's Who, and encyclopedias)

5. Name one source you would consult for biographical information about Rudyard Kipling.

   (Dictionary of National Biography, encyclopedias)

6. Does your local public library (Check the answer in the appropriate block.[1])

	Yes	No
lend phonograph records?	☐	☐
lend reproductions of famous paintings?	☐	☐
conduct a book discussion group?	☐	☐
conduct an adult reading advisory service?	☐	☐
keep an up-to-date file of community organizations, with a listing of officers and their telephone numbers?	☐	☐
make available for use in the library	☐	☐
The New York Times?	☐	☐
The Atlantic?	☐	☐

[1]Consult your local public librarian for the special services which are provided.

	Yes	No
Harper's Magazine?	☐	☐
Saturday Review?	☐	☐
Your local newspaper?	☐	☐
secure materials that you need but which are not a part of the local library collection?	☐	☐
prepare reading lists on special subjects for local groups?	☐	☐
reserve materials needed to assist us in our adult reading improvement course activities?	☐	☐

ADULT SERVICES OF PUBLIC LIBRARIES

The teacher might find useful, in discovering how much students know about libraries, a questionnaire similar to the one given above.

Adults should know and use the many services that modern public libraries provide. Some of these services are listed below.

Assistance in Locating Reading Materials

Librarian

Card catalog

Entries are listed in alphabetical order on author, title, and subject cards. In most libraries, there are numbers for nonfiction and letters for fiction, which permit quick location of books on the shelves (see page 96).

Special sections

The periodical section contains newspapers and magazines. *Readers' Guide to Periodical Literature* lists articles which appeared within a certain period of time in more than a hundred magazines.

The reference section includes such reference materials as encyclopedias, dictionaries, almanacs, atlases, gazetteers, yearbooks, and directories of various kinds.

Assistance in Developing a Reading Program

Special personnel and books

A readers' advisor makes useful suggestions about book selection. The *Book Review Digest* gives information about numerous books.

Provision for Using Materials Other Than Books

Phonograph records, films, slides, and maps may be borrowed or used in the library.

HOW TO READ AN AUTHOR CARD

Where the Book is Located on the Numbered Shelves

92
A

AUTHOR

FORD, ALICE

TITLE

JOHN JAMES AUDUBON. UNIVERSITY

WHO PUBLISHED

OF OKLAHOMA PRESS, 1964.

NUMBER OF PAGES

469P. illus., PORTS.

SUBJECT

1. AUDUBON, JOHN JAMES.

YEAR PUBLISHED

Offering of Special Programs

Libraries conduct such programs as book reviews, film programs, and group discussions of important books.

USE OF CONSULTANTS

There are some aspects of reading improvement that can be profitably handled by a consultant. For example, if the students begin asking for considerable information about popular, current books, the teacher might arrange for a consultant to discuss this topic during part of a class session. On other occasions, a consultant might be used to generate interest in an important aspect of reading improvement where only limited interest exists. Such an aspect might be vocabulary enrichment. Appropriate consultants might be high school and college teachers, librarians, and authors. The accompanying checklist might be helpful to the teacher in selecting and using consultants.

Checklist for Selecting and Using Consultants

In selecting a consultant, be sure that he

_____ is accustomed to working with groups and individuals

_____ has direct experience with the topic and problems to be considered

_____ has a positive attitude toward new ideas and constructive change

_____ is skilled in the techniques of human relations

_____ is sensitive to the pace of the group

In using a consultant, be sure that he can contribute something that the class members need, such as

_____ knowledge of the particular topic

_____ time-tested practices

_____ first-hand experiences

_____ skills

_____ research findings

Be sure that each consultant

_____ has been previewed in action or checked through reliable sources for his ability as a consultant

____ has been briefed concerning the precise functions he will serve with the class

____ is brought in when the class is ready for his assistance

BIBLIOGRAPHY

TEXTBOOKS FOR ADULT READING STUDENTS

Baker, William D. Reading skills. Englewood Cliffs, N.J. Prentice-Hall. 1953.

Twenty-four reading selections deal with aspects of adult reading improvement, including shifting gears in reading, skimming, concentration, using the library, and critical reading.

Brown, James. Efficient reading; rev. ed. Boston. D.C. Heath. 1962.

Sixty-eight reading selections, each of which has been rated as easy, standard, fairly difficult, or difficult. In addition, each selection is accompanied by questions to check comprehension and vocabulary, as well as exercises dealing with style, punctuation, main ideas, and spelling.

Center, Stella S. The art of book reading. New York. Scribner's. 1952.

Helpful information to increase the student's understanding and appreciation of the short story, novel, biography, essay, drama, and poetry. Also line-by-line exercises deal with the reading of paragraphs.

Eller, William. Rapid reading selections with comprehension tests. Iowa City. Bureau of Audio-Visual Instruction,Extension Division, State Univ. of Iowa. 1959.

Reading selections of standard difficulty by Irving, Twain, Parkman, Riis, and others.

Gilbert, Doris. Breaking the reading barrier. Englewood Cliffs, N.J. Prentice-Hall. 1959.

Practical exercises deal with comprehension of sentences, paragraphs, and selections accompanied by vocabulary study.

_____ Power and speed in reading. Englewood Cliffs, N.J. Prentice-Hall. 1956.

Exercises deal with the selection of main ideas, reading for details, skimming, and vocabulary development.

Glock, Marvin. The improvement of college reading. Boston. Houghton. 1954.

Although written primarily to assist college students, this book also has helpful exercises for adult readers. Exercises are designed to assist students in the selection of main ideas and supporting details, in understanding organizational patterns, and in developing good study habits. Articles deal with aspects of reading.

Guiler, Walter & Coleman, J.H. Reading for meaning; rev. ed. Books 7-12. Philadelphia. Lippincott. 1955.

Graded, interesting reading selections, with accompanying exercises to assist students with word meanings, main ideas, details, outlining, and drawing conclusions.

_____ Raeth, Claire & May, Merrill. Developmental reading. Philadelphia. Lippincott. 1964.

Reading selections have their own glossaries. Exercises deal with definitions, main ideas, reference words, outlining, and conclusions.

Hardwick, H.C. Words are important. Maplewood, N.J. Hammond. 1959.

Series of books for word study and vocabulary development.

Herber, Harold. Success with words...in social studies, English, science, math. New York. Scholastic. 1964.

Games, puzzles, and problems to assist high-school and college students gain an understanding of the basic vocabulary in the four subject matter areas listed.

Leedy, Paul D. Reading improvement for adults. New York. McGraw-Hill. 1956.

Rather difficult selections are used to assist adults with reading paragraphs for main ideas and details, determining the author's purpose, using punctuation for greater comprehension, skimming, and following written directions.

_____ Read with speed and precision. New York. McGraw-Hill. 1963.

Rather difficult exercises on the comprehension of sentences, paragraphs, chapters, and graphic presentations. Reading selections accompanied by comprehension checks.

MacCampbell, Donald. Reading for enjoyment. New York. Macfadden-Bartell. 1964.

Suggestions for adults in order to extend their reading range and interests.

McCall, William & Crabbs, Lelah. Standard test lessons in reading. Books C,D,E. New York. Teachers College Press. Teachers College. Columbia Univ. 1961.

Eighty easy, short, interesting reading selections followed by questions to test comprehension.

Norwood, J.E. Concerning words; 4th ed. Englewood Cliffs, N.J. Prentice-Hall. 1956.

Numerous word-building exercises using prefixes, suffixes, and stems.

Pauk, Walter. How to study in college. Boston. Houghton. 1962.

Helpful suggestions on taking notes, reading textbooks, and remembering what is learned. Special assistance for studying languages, mathematics, and the natural sciences.

Perry, William & Whitlock, Charles. Selections for improving speed of comprehension. Cambridge, Mass. Harvard Univ. Press. 1948.

Fourteen difficult reading selections on topics usually found in collegiate social studies courses, accompanied by questions to test comprehension.

Sherbourne, Julia F. Toward reading comprehension. Forms 1 and 2. Boston. D.C. Heath. 1966.

Exercises on topic ideas, supporting details, comarison and contrast, analogies, quotations, repetition, and wide reading to develop greater comprehension. Also includes exercises on evaluating what is read and on skimming.

Simpson, Elizabeth A. Better reading. Books 1, 2, and 3. Chicago. Science Research Associates. 1962.

Reading selections with comprehension checks.

Smith, Nila Banton. Be a better reader. Books I-VI (grades 7-12). Englewood Cliffs, N.J. Prentice-Hall, Inc. 1961.

Exercises on the reading and study skills useful for the study of social studies, literature, science, and mathematics.

_____ Faster reading made easy. New York. Popular Library. 1963.

Explanations and practice exercises for reading techniques, including previewing, scanning, and skimming. Also drill on reading key words and identifying various patterns of writing. Material is adapted from Dr. Smith's hardcover book, Read Faster - and Get More from Your Reading. (Prentice-Hall)

Stroud, James, Ammons, Robert & Bamman, Henry. Improving reading ability: a manual for college students. New York. Appleton. 1956.

Students write single-sentence summaries of paragraphs and receive assistance with critical reading.

Study skills workbook; senior high school teacher ed., number SW-2-1. Scholastic. 1966.

Helpful assistance on the reading of maps, graphs, tables, and cartoons.

Triggs, Frances. Improve your reading. Minneapolis. Univ. of Minnesota Press. 1942.

Twenty-five day reading improvement program with exercises on vocabulary development.

Witty, Paul. How to become a better reader. Chicago. Science Research Associates. 1962.

Discussion of purposes in reading, critical reading, skimming, vocabulary development, and broadening reading interests. Explanations of skills precede practice exercises.

BOOKS FOR TEACHERS OF ADULT READING IMPROVEMENT CLASSES

The teacher might become thoroughly acquainted with the books for student use which are listed on pages 99-102. In addition the teacher might also find the following books helpful in her teaching of adult reading improvement classes.

Fry, Edward. Teaching faster reading. Cambridge, England. Cambridge Univ. Press. 1963.

Discusses reading improvement patterns experienced by students in classes as well as how the teacher can assist students with reading flexibility and vocabulary development.

Karlin, Robert. Teaching reading in high school. New York. Bobbs-Merrill. 1964.

Contains helpful information on reading skills, including speed in reading.

Smith, Edwin H. & Smith, Marie P. Teaching reading to adults. Washington, D.C. National Association of Public School Adult Educators. 1962.

Lists a number of activities to enrich the student's vocabulary and to assist him with critical reading.

Strang, Ruth, McCullough, Constance & Traxler, Arthur. The improvement of reading; 3rd ed. New York. McGraw-Hill. 1961.

Has a helpful listing of many reading skills given in sequential order.

Strunk, William, Jr. The elements of style. New York. Macmillan. 1959.

Gives practical assistance with basic rules of usage, principles of composition, and an approach to style.

University of the State of New York, The State Education Department, Bureau of Elementary Curriculum Development. The teaching of reading by Helen L. Wardeberg. Albany. 1963.

Presents reading skills that might be included in a comprehensive, systematic, and well-planned reading program. Free copies available for school personnel in the State when ordered through a school administrator.

University of the State of New York, The State Education Department, Bureau of Elementary Curriculum Development and Bureau of Secondary Curriculum Development. Reading section, Parts I and II (Experimental material). Albany. 1964.

Presents a sequential development of reading skills in an articulated kindergarten through grade 12 program.

University of the State of New York, The State Education Department, Bureau of Secondary Curriculum Development. Reading in secondary schools. Albany. 1965.

Contains information on the teaching of a wide variety of reading skills, along with a guide for flexibility in reading rate. Lists the following materials which might be useful for adult students: reading skills practice materials and standardized reading tests. Sample copies of the tests may be borrowed from the Bureau of Pupil Testing and Advisory Services, State Education Department.

ERIC Clearinghouse
FEB 6 1968
on Adult Education

This booklet is published primarily for use in the schools of New York State, and free copies are available to New York State school personnel when ordered through a school administrator from the Publications Distribution Unit, State Education Building, Albany, New York 12224

8711-Dec87-10,000